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ABSTRACT

The foods and nutrition guide, part of a consumer and homemaking education unit, identifies objectives and learning experiences with basic reference to developmental tasks, needs, interests, capacities, and prior learning experiences of students. The basic unit for grades 9 or 10 includes the significance of food in health and appearance, management of time, space, and equipment; meal planning, serving, and etiquette; food preparation; management of the food dollar; and careers in food and nutrition. The grades 10 and 11 advanced unit examines cultural influences on family food patterns and customs, family nutrition needs, consumer competencies, family food preparation, and employment opportunities related to food and nutrition. The semester course, grades 10-12, considers management of family resources, food patterns and customs, technology and consumer choices, meal planning and preparation, and related careers. Under each concept, three columns list behavioral objectives, learning and evaluation experiences, and teaching resources. (AG)

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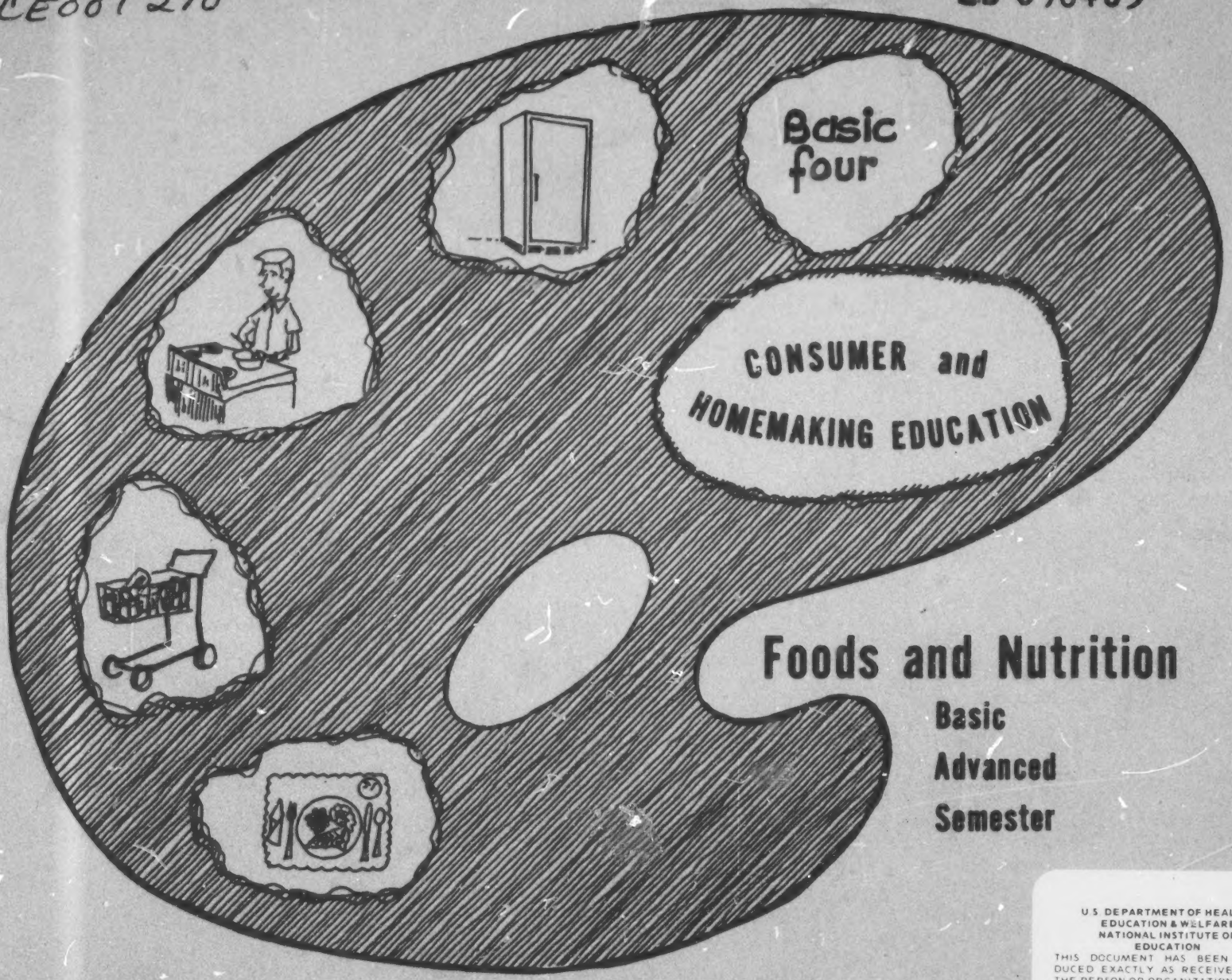

Foods and Nutrition

Basic

Advanced

Semester

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Foods and Nutrition

Curriculum Guide

Prepared by:

State Department of Education
Office of Vocational Education
Consumer and Homemaking Education Section
Columbia, South Carolina 29201

In Cooperation with:

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

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Teachers	School	Location	County
Miss Marion Counts	Edgefield	Edgefield	Edgefield
Mrs. Miriam Donnelly	Macedonia High	Moncks Corner	Berkeley
Mrs. Ruby Goforth	Kershaw Middle	Kershaw	Lancaster
Mrs. Ethel Malloy	Bennettsville Jr.	Bennettsville	Marlboro
Miss Roberta O'Shields	Dorman High	Spartanburg	Spartanburg
Mrs. Elizabeth Rhinehart	Hartsville High	Hartsville	Darlington

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Use of the Guide

Behavioral objectives specify a description of a pattern of behavioral change a student will be able to demonstrate after he has successfully completed a learning experience or unit of instruction. The extent of behavioral change may include (1) cognitive, or intellectual, behavior, (2) feeling or affective behavior and (3) psychomotor, or doing, behavior. It should be noted that behaviors cannot easily be separated from one another. For instance, when a learner prepares a food in the laboratory, displays it, and reports the experience to the class, all three kinds of behaviors will be demonstrated. In reading the recipe, following the directions, and reporting to class, cognitive or intellectual behavior will be demonstrated; in performing the mixing-stirring and other preparation techniques, psychomotor behavior will be used; and from the satisfaction or non-satisfaction of the total experience, feeling or affective behavior will result.

Useful educational objectives state the behavior sought in observable (verbal or non-verbal) behavioral terms. For example, "List sources of iron" can be readily demonstrated, while the objective, "Know sources of iron" is not easily observable. When the conditions for demonstrating learning and the criteria for achieving performance are both included, the educational objective is more definitely and exactly defined. Precisely defined objectives make it possible to evaluate a learning experience efficiently and to give a sound basis for selecting appropriate materials, content, and teaching methods.

The objectives developed in these curriculum materials are stated in behavioral terms, but not to the extent that the important conditions and performance criteria are specified. Supporting objectives are included under the overall objectives for major concepts. Teachers may further define the supporting objectives by specifying the conditions under which the learning will be demonstrated and the standards for successful performance.

The objectives stated in these materials refer to the individual learner's performance in relation to a subject matter area. The suggested learning experiences refer to what the individual learner will perform to accomplish the objective successfully since learning takes place through an individual's experience and by the individual's reflection upon the experience. The teacher's role as a facilitator of the learning process can be easily inferred from examining the objectives and selected learning experiences. For instance, a learning experience states, "View a filmstrip and summarize major ideas presented." The teacher's task is to provide the filmstrip; then, she can lead a discussion which brings

out the major ideas presented, or she can assign students to write the major ideas.

The objectives and learning experiences have basic reference to needs, interests, capabilities, developmental tasks, and prior learning experiences of students. The teacher will need to adapt the material for students who may represent a range on both sides of the norm. A teacher must set the stage for maximum learning by becoming adept at assessing each pupil's uniqueness and preparing individual assignments and programs, thus guiding improvements in individual performances.

Pre-testing students is essential to the development of a plan for efficient learning. Evaluation as a process is easily approached through objectives stated in behavioral terms. An important factor to remember in designing evaluative measures is that the instrument must measure the identical behavior specified in the objectives.

A major goal of education is to enable students to become independent and self-directive in learning which is achieved through the process of individualizing learning experiences. Cooperative planning of objectives and learning experiences is still suggested as a method to clarify educational objectives and individualize learning experiences. Independent study, programmed materials, individual assignments, paired learner teams, extended experiences, self-paced learning packets, and learning contracts are some methods in which learners may individualize their learning. The teacher and students must learn to use these devices effectively for efficient learning. The teacher must learn to meet the individual needs of students and to develop skill in individualizing learning experiences.

RATIONALE

The Foods and Nutrition Curriculum is designed to stimulate an awareness of the contribution food makes toward family health and the well-being of the nation. Attempts were made to develop the concepts and practices associated with optimum health for all individuals.

Foods and nutrition play an important role in the health of every individual, regardless of age, sex, religion, or nationality. Although the United States has an abundant supply of foods high in nutritive value, many people are hungry or undernourished because of lack of knowledge or misinformation and indifference. Many dollars are spent for reducing agents, unnecessary vitamin supplements, and so-called health foods.

Food problems exist in all families, despite income. Food management is one of the most important tasks of the homemaker. The health and happiness of the family is related to the homemaker's shopping and kitchen competencies. Since food is a large expense in most family budgets, a knowledge of buying principles is needed.

Information secured from personal interviews of South Carolina doctors, nurses, nutritionists, social workers, extension home economists, and consumer and homemaking teachers indicates the problems of feeding families, practices in buying and preparing foods, and the food competencies needed by the homemaker. In addition to these problems, and considering the changing family roles and the dual roles of the homemaker and wage earner, the Foods and Nutrition Curriculum attempts to be appropriate for both the male and the female. As the home has changed primarily to a consuming unit, increased emphasis is placed on consumer education.

Studies reveal the inadequacies of the teenager's diet but teenagers are receptive to accurate scientific knowledge. It is difficult for a teenager to understand and use current information since many advertisements and articles present misleading nutritional information. These curriculum materials should enable homemaking teachers to assist youth in exploring, examining, interpreting, evaluating, appreciating, and using basic knowledge in nutrition.

It is imperative that the teenager understand that what he eats consistently affects his appearance, strength, endurance, resistance to disease, personaltiy, mental performance, length of life, and the mental and physical development of his children. However, food practices are difficult to change.

Malnutrition, whether under- or over-nutrition, is usually related to poverty, ignorance, and indifference. The use of innovative techniques and new materials will be necessary to give relevance and vitality to nutrition information. Enthusiasm and conviction are personal qualities the teacher can use to motivate teenagers to improve their dietary habits and many "hands on" individual experiences are desired.

ESTIMATED TIME IN WEEKS FOR INSTRUCTIONAL UNITS

CONSUMER AND HOMEMAKING EDUCATION

Area	Secondary School		
	Grades 9 or 10	Grades 10 or 11	Semester Courses 10, 11, 12
Career Opportunities	2	3	-
Child Care	6	-	18
Clothing and Textiles	8	8	18
Consumer Education	-	4	18
Family Health	-	3	
Foods and Nutrition	8	8	18*
Housing and Home Furnishings	5	6	18
Personal and Family Relationship	7	4	18
TOTAL WEEKS	36	36	18

* Note: Time spent on each concept is left up to the discretion of the individual teacher.

FOODS AND NUTRITION OVERALL CONCEPTS

Basic Grades 9 or 10 - 8 weeks	Advanced Grades 10-11 - 8 weeks	Semester Course Grades 10-11-12
I. Food significance in health and appearance	I. Cultural influences on family food patterns and customs	I. Management of family resources
II. Management of time, space and equipment	II. Nutrition needs of family members	II. Food patterns and customs
III. Meal planning, serving and etiquette	III. Consumer competencies	III. Technology and consumer choices
IV. Principles of food preparation	IV. Food preparation for the family	IV. Meal planning and preparation
V. Management of the food dollar	V. Employment opportunities related to food and nutrition	V. Careers in foods and nutrition
VI. Careers and occupations in foods and nutrition		

Basic Unit

Conceptual Framework

I. Food Significance in Health and Appearance

- A. Teenage nutrition
- B. Social functions
- C. Trends in food habits
  1. Fads and fallacies
  2. Family preferences

II. Management of Time, Space and Equipment

- A. Organization of work areas
  1. Kitchen shape
  2. Storage of equipment
- B. Selection, use and care of equipment
- C. Measurements
- D. Safety and sanitation in the kitchen
  1. Personal cleanliness
  2. Sanitation practices
  3. Food-borne illnesses
  4. Safety hazards

III. Meal Planning, Serving and Etiquette

- A. Work simplication
  1. Organization of tasks
  2. Use of a recipe
  3. Cooperation with others

B. Principles of menu planning
   1. Aesthetics
   2. Nutrition needs
   3. Menu patterns and food selection
C. Table setting and service
   1. Table decorations
   2. Mealtime procedures
D. Table manners
   1. Consideration for others
   2. Principles and rules

IV. Principles of Food Preparation

A. Milk group
B. Meat group
C. Fruit and vegetable group
D. Cereal and bread group

V. Management of the Food Dollar

A. Food buying
   1. General considerations
      a. Distribution of the food dollar
      b. Influences on consumer practices
      c. Types of food outlets
      d. Sources of information
   2. Ways of reducing cost of an adequate diet
   3. Shopping etiquette
B. Food storage
   1. Cabinet
   2. Refrigerator
   3. Freezer
C. Food preservation

VI. Careers and Occupations in Food and Nutrition

A. High school food career offerings
B. Employment opportunities
   1. High school entry level
   2. Professional
C. Rewards of food related occupations

CONCEPTS: Food Significance in Health and Appearance: Teenage Nutrition

OVERALL OBJECTIVES: Apply knowledge, functions and sources of food nutrients to food selection.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify and interpret the functions of nutrients for protection and maintenance of health.	View selected filmstrip and write the food nutrients.	Filmstrip: McGraw-Hill, The Nutrients in Foods.
	Examine suggested booklets and discuss food nutrients.	Booklet: Quaker Quotes, Nutrition: A Sound Investment.
		Booklet: USDA, Nutrition Alert.
		Booklet: Better Buymanship Foods.
	Given a series of ten grocery items, categorize a specified number of these items into the basic food groups. List the number of recommended servings a teenager should have daily from each of the Four Basic Food Groups.	Grocery items.
		McDermott and Nicholas, Homemaking for Teenagers, 6th ed. I, 364-365.
	Participate in nutrition game: "Nutrition Password."	Periodical: "Nutrition Game," Illinois Teacher, Sept./Oct., 1970.
	Write five nutrients and the representative food examples of each type.	
	Choose a class partner and from a grab bag containing a variety of food models, sort foods according to four main food groups. Place food models on flannel board according to nutrients.	National Dairy Council, Food Models.

CONCEPTS: Food Significance in Health and Appearance: Teenage Nutrition

OVERALL OBJECTIVES: Apply knowledge, functions and sources of food nutrients to food selection.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Relate nutrition principles to food selection and meal planning.	Use food models to plan meals that would be suitable for families in the following categories: 1. A family with small children 2. A family with an elderly male member 3. A family with a teenage daughter 4. A family with special dietary needs	
Determine and evaluate personal food habits.	View suggested filmstrip and summarize by formulating generalizations.	Filmstrip: General Mills, Mealtime Can Be Magic.
	Keep a record of foods eaten for a specific time. Indicate the group in the Daily Food Guide to which each food belongs and let a classmate analyze your food record. Write a plan to improve your diet.	
	Evaluate personal eating habits on basis of record kept.	
	Summarize in a written evaluation the contributions of food selections which provide good nutrition. Use food models and charts for observation and evaluation.	National Dairy Council, Charts and Food Models.
Describe the relationship between types of foods eaten and effects on the body.	Discuss the body's needs for food: 1. Energy and heat 2. Growth and repair 3. Regulation of body processes and compare the body's needs with those of a car.	Periodical: "A Newsletter: Teaching Nutrition to Young People," What's New in Home Economics, Sept., 1971, p. 56.

CONCEPTS: Food Significance in Health and Appearance: Teenage Nutrition

OVERALL OBJECTIVES: Apply knowledge, functions and sources of food nutrients to food selection.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Define a calorie and relate to other means of measurement, such as: 1. Inch, foot, year 2. Tape measure 3. Spoon, cup	Bulletin: AMA, Let's Talk about Food.
	Given pairs of foods, check the one in each pair that gives us the most energy. 1. Whole milk (160 cal) / Skim milk (80 cal) 2. Plain roll (115 cal) / Sweet roll (135 cal) 3. Boiled egg (80 cal) / Fried egg (100 cal) 4. Raw peach (35 cal) / Canned peach (in syrup) (100 cal)	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 363-367.
	State reasons why one food is higher in calories than another: 1. Why does a fried egg have more calories than a boiled egg? 2. Why does whole milk have more calories than skim milk? 3. Why do canned peaches have more calories than raw peaches?	
	Prepare for display 100-calorie portions of selected foods: Potato chips, Lettuce, French fries, Sugars, Butter, Peanut Butter, Bread, Peanuts, Mayonnaise, Apples, Chocolate candy bar, Cheese, Green beans	Selected foods.

CONCEPTS: Food Significance in Health and Appearance: Teenage Nutrition

OVERALL OBJECTIVES: Apply knowledge, functions and sources of food nutrients to food selection.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Explain why some of these foods are higher in calories than others.	Periodical: "Counting Calories," Forecast for Home Economics, Oct.,1970, pp. 73-76.
Distinguish between the terms, "fats" and "oils", and list sources of each.	Examine samples of fats and oils and explain the physical states, (An oil is liquid at normal room temperature, whereas a fat is solid or semi-solid.) Examine labels to ascertain sources.	Containers of fats and oils. Labels from fats and oils.
	List foods high in fat content on the chalkboard, such as: vegetable oil, corn oil, nuts, cheese, butter, potato chips, doughnuts.	National Dairy Council, Comparison Cards.
Explain the various functions of fat in the body.	Test certain foods for fat content by rubbing a piece of the food on unglazed paper and observing fat absorption on the paper.	
	Read selected references to determine how fats help protect the body and other effects of fats on the body.	Carson and Ramee, How You Plan and Prepare Your Meals., 2nd ed., pp. 55-61
Identify carbohydrates as starches and sugars.	Select from a collection of foods ones which are high in carbohydrates and classify as sugars or starches. Read in selected references to determine the effects of carbohydrates on the body.	Barclay, et al., Teen Guide to Homemaking, pp. 363-373.
	Develop a collage with pictures of teenagers showing the effects of carbohydrates.	

CONCEPTS: Food Significance in Health and Appearance: Teenage Nutrition

OVERALL OBJECTIVES: Apply knowledge, functions and sources of food nutrients to food selection.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Interpret the differences in complete and incomplete proteins.	View selected film and compare cost of carbohydrates with cost of proteins, in relation to calories provided. Respond to a report on complete and incomplete proteins by identifying food sources of each from a food collection: Complete: Milk, Eggs, Meat, Cheese Incomplete: Lima or kidney beans, Peanuts, Gelatin, Breads and cereals Given a list of protein foods, check ones that are inexpensive sources of proteins.	Film: S. C. State Board of Health, Food for Life.
Analyze the need of the body for proteins to build, maintain, and repair tissues.	View pictures of protein deficiency in young children. Explain the function of proteins in the body.	Pictures.
Write the sources and explain the functions for vitamins and minerals.	Read selected references on vitamins and minerals to identify the vitamins and minerals and their functions in the body.	Barclay, et al., Teen Guide to Homemaking, pp. 365-373. Carson and Ramee, How to Plan and Prepare Meals, 2nd ed., pp. 57-61.

CONCEPTS: Food Significance in Health and Appearance: Teenage Nutrition

OVERALL OBJECTIVES: Apply knowledge, functions and sources of food nutrients to food selection.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Bulletin: National Canners Association, Nutrition Alert.
	Group foods in a food collection according to the primary contained vitamin or mineral.	Food Models, pictures, or fresh foods. Magazine pictures.
Define the terms, "enrichment" and "fortified".	Analyze food boxes and wrappers. List added vitamins and minerals in the following: 1. Breads 2. Cereals 3. Fruit drinks 4. Milk 5. Prepared foods in boxes Participate in a brainstorming session for ideas on the practice of taking unprescribed vitamin pills. Survey a drugstore counter for the number of vitamin supplements. Report findings to class. Identify the nutrients common to vitamin pills. Display available food sources of nutrients that vitamin pills contain.	Food boxes and wrappers.
Interpret the function of water in the body.	Research references to determine the proportion of a person's weight which is water. Write functions of water in the body using references to check accuracy.	Carson and Ramee, How You Plan and Prepare Meals, 2nd ed., p. 61. Barclay, et al., Teen Guide to Homemaking, 3rd ed., p. 373.

CONCEPTS: Food Significance in Health and Appearance: Teenage Nutrition
Food Significance in Health and Appearance: Social Functions
OVERALL OBJECTIVES: Apply knowledge, functions and sources of food nutrients to food selection.
Demonstrate comprehension of the social significances of food.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Booklet: National Canners Association, Nutrition Alert. Cote, People, Food, and Science, pp. 104-106.
	Participate in brainstorming sessions to list foods and liquids which contain large quantities of water.	
Explain the need for drinking an adequate amount of water.	Participate in buzz groups to recall instances from movies of persons stranded on a desert. Discuss possible solutions.	
Identify function of nutrients to the body to develop and function physiologically.	Participate in a skit and play a game of going from Hungry Town to Good Healthville by putting on a large outline map of South Carolina the names of towns (nutrients) you need to include on your trip. Tell a story explaining what you gained (functions of nutrients) in each town.	Outline of map of South Carolina and placards with names of nutrients.
Explain the relationship between food practices and social values.	Discuss experiences and relate instances when social barriers have been penetrated by combining friendliness with the serving or sharing of foods such as: 1. Going out for hamburgers 2. Talking about the day's happenings at the family dinner table 3. Smoothing a quarrel by having a meal Participate in brainstorming session to determine: 1. Reasons for entertaining 2. Ways of entertaining	Bulletin Board: "Hospitality is a Reality" (Pictures that illustrate different types of hospitality mentioned).

CONCEPTS: Food Significance in Health and Appearance: Social Functions
Food Significance in Health and Appearance: Trends in Food Habits

OVERALL OBJECTIVES: Demonstrate comprehension of the social significances of food.
Differentiate between adequate basic nutrition and dietary fads.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	List on chalkboard instances of outstanding family celebrations.	
	Write a paper explaining some food customs your family observes in relation to celebration of holidays or special events. Share with class	American Home Economics Association, Help-Home Economics Planning Package: It's Time for a Party.
Identify food fallacies and types of diets that are considered fads.	Participate in brainstorming session on food superstition, fallacies and fad diets.	
	Discuss and evaluate the merit of old wives' tales such as these: 1. Don't eat fish and drink milk in the same meal 2. Eating carrots will make your hair curly 3. Eating onions will cure a cold 4. White eggs are more nutritious than brown	McDermott and Nicholas, Homemaking for Teenagers. Book I, 6th ed., p. 370.
	View transparencies, Food Fads and Fallacies, and summarize by testing: 1. Over-use of supplements 2. Fad reducing diets 3. Popular food fallacies 4. Health food claims 5. Food combinations	Transparencies: Scholastic Magazine, Inc., Food, Fads Fallacies.
	Read selected pamphlet, "Food Facts vs. Food Fallacies." Select articles, clippings, or pictures about fad diets and related subjects and discuss in class.	White, "Organic Foods - A Growing Phenomenon," What's New in Home Economics, Sept. 1971, pp. 53-55.

CONCEPTS: Food Significance in Health and Appearance: Trends in Food Habits

OVERALL OBJECTIVES: Differentiate between adequate basic nutrition and dietary fads.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Fleck and Simko, "Combating Nutrition Misinformation." Forecast, May-June 1972, pp. 37, 56, 58. USDA Pamphlet, "Food Facts vs. Food Fallacies." Newspaper and magazine articles and pictures.

CONCEPTS: Management of Time, Space and Equipment: Organization of Work Areas
Management of Time, Space and Equipment: Use and Care of Equipment

OVERALL OBJECTIVES: Apply the principles of selection, arrangement, and organization of equipment to minimize time and energy required for meal preparation tasks.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Organize equipment for the efficient performance of tasks in variously shaped kitchens.	Use flannel board or transparencies to illustrate basic kitchen shapes and placement of large equipment: 1. U Shape 2. L Shape 3. Two wall 4. One wall Participate in a buzz session to analyze the kitchen tasks listed below and respond in a discussion to locate the work areas needed near the major pieces of equipment: 1. Planning 2. Cleaning foods 3. Mixing and measuring 4. Cooking 5. Eating 6. Storing foods 7. Washing dishes Sketch your kitchen at home and identify the shape and position of work areas. Propose a plan for improving its organization and use this plan in an extended experience.	Transparencies: 3M, Kitchen Shapes. Flannel Board.
Demonstrate the use and care for utensils and large and small appliances.	Tour the homemaking department and observe the available equipment (utensils, large and small appliances). Form statements about storage of equipment based on your observations. Discuss. Make a list of factors to remember when storing equipment and utensils in a kitchen. Include:	Cronan and Atwood, Foods in Homemaking, rev. ed., pp. 58-64.

CONCEPTS: Management of Time, Space and Equipment: Use and Care of equipment

OVERALL OBJECTIVES: Apply the principles of selection, arrangement, and organization of equipment to minimize time and energy required for meal preparation tasks.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	1. Place to be used 2. Task to be accomplished 3. Size of utensil 4. Frequency of use 5. Age and height of family members	
	Read selected reference on kitchen storage. Given a number of kitchen utensils, store them in areas to save time and energy.	McDermott and Nicholas, Homemaking for Teenagers, I, 332-342.
	Using available small appliances, demonstrate by teams the use and care of the equipment through preparation of foods: 1. Waffles in waffle iron 2. Milk shake in blender 3. Crepes in electric skillet	
	Observe a home economist from a utility company demonstrate the use and care of a large appliance (range, refrigerator). Complete an assignment on cleaning a large appliance at home and report to class.	Power company home economist.
Select appropriate equipment for given tasks.	Given a list of preparation techniques, choose from the unit kitchen the equipment which best performs the task. Include the following: 1. Whip 2. Baste 3. Core 4. Pare 5. Slice 6. Strain 7. Beat 8. Fold	McDermott and Nicholas, Homemaking for Teenagers, 6th ed., I, 405-406

CONCEPTS: Management of Time, Space and Equipment: Measurements

OVERALL OBJECTIVES: Apply the principles of selection, arrangement, and organization of equipment to minimize time and energy required for meal preparation tasks.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Define terms and apply correct techniques.	Read selected references to study equivalent measures and abbreviations commonly used in food preparation literature.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 478-479
	Read a recipe to be used in class and identify terms related to mixing techniques. Keep a diary of terms new to you. Add other terms as you proceed through the unit.	McDermott, et al., Food for Modern Living, pp. 223-232
		Cronan and Atwood, Foods in Homemaking, rev. ed., pp 58-64.
	Given a list of weights and measures, name the equivalent.	
	Observe a teacher demonstrate how to measure liquid and dry ingredients properly and write the procedure used.	
	Practice measuring liquid and dry ingredients for a simple recipe.	
	Visit the learning resource center in the homemaking department and analyze the display of improvised measuring equipment by completing a teacher-prepared chart on equipment and functions.	Display Chart.
	Given a recipe for four servings of a given food, increase the ingredients so the recipe will serve eight people.	Carson and Ramee, How You Plan and Prepare Meals, 2nd ed., pp. 524-548.

CONCEPTS: Management of Time, Space, and Equipment: Measurements

OVERALL OBJECTIVES: Apply the principles of selection, arrangement, and organization of equipment to minimize time and energy required for meal preparation tasks.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Given a recipe for six servings of a given food, decrease the ingredients so the recipe will serve three people. Read and study selected references on recipes and equipment to cook recipes.	
Identify proper equipment and methods of measuring.	View selected filmstrip. View a demonstration including improper methods of measuring with various equipment. Use a checksheet to show recognition of these improper methods, such as: 1. Shaking salt shaker in container 2. Using liquid cup to measure dry ingredients 3. Measuring flour by dipping cup in bag 4. Measuring ingredient in regular teaspoon instead of measuring spoon 5. Measuring liquid by filling cup completely 6. Using china cup instead of measuring cup	Filmstrip: McGraw-Hill, Measuring Accurately.

CONCEPTS: Management of Time, Space, and Equipment: Measurements

OVERALL OBJECTIVES: Apply the principles of selection, arrangement, and organization of equipment to minimize time and energy required for meal preparation tasks.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Divide into pairs and measure several dry and liquid ingredients. Examples: 1. 1 cup flour 2. ½ cup sugar 3. ½ teaspoon salt 4. ½ cup milk 5. 1 tablespoon baking powder 6. ¼ cup shortening 7. 1/3 cup brown sugar 8. 3/4 cup raisins Evaluate partner's performance by class developed list of criteria.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 478-479

CONCEPTS: Management of Time, Space, and Equipment: Safety and Sanitation in the Kitchen

OVERALL OBJECTIVES: Demonstrate the use of safety and sanitation practices in the management of food and equipment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Recognize and avoid health and safety hazards in food preparation.	View selected filmstrip. Compile a "Safety Check Sheet" for home and class use by brainstorming in groups. List some ways fires could occur in the kitchen, such as: 1. A pan of fat on high heat 2. A dish cloth on range 3. A recipe on range 4. Oven spill-overs 5. Pan handles extending Observe a kitchen with safety hazards and write solutions to hazardous situations.	Filmstrip: McGraw-Hill, Safety in the Kitchen.
Describe the importance of sanitation and safety in the kitchen.	Listen to a person from the health department discuss sanitary practices in food handling and develop a checklist for sanitary practices in the kitchen. View charts on possible diseases. Read selected references and discuss: 1. Results of botulism 2. Causes of trichinosis 3. Causes for dysentery	Resource person. Cronan and Atwood, Foods in Homemaking, rev. ed., pp. 100-101
Relate the consequences of neglect of sanitation and and safety in the kitchen.	Participate in a skit illustrating common food handling errors, such as: 1. Tasting from stirring spoon 2. Licking fingers 3. Wiping hands on dish towels 4. Fingers in hair, then on food	

CONCEPTS: Meal Planning, Serving and Etiquette

OVERALL OBJECTIVES: Demonstrate comprehension that preparing and serving food can be a creative and satisfying experience.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Develop and use a plan of work for individual and group laboratory experiences.	Read selected references on work simplification to develop a planning sheet for class use. Include on the planning sheet: 1. Meal pattern 2. Menu 3. Recipes to follow 4. Market order 5. Equipment to use 6. Table setting sketch 7. Names and duties of group members 8. Time-work schedule	Carson and Ramee, How You Plan and Prepare Meals, 2nd ed., pp. 388-404 McDermott and Nicholas, Homemaking for Teenagers, 6th ed., I, 377-378
Demonstrate ability to cooperate with other unit members.	Role play common disagreements in laboratory, such as teasing, being selfish with equipment, and taking supplies to kitchen. Discuss solutions to problems. Formulate a list of responsibilities in a buzz session for working in groups. Devise a way to rotate duties.	

CONCEPTS: Meal Planning, Serving and Etiquette

OVERALL OBJECTIVES: Plan, prepare and serve attractive meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify the factors which influence the choice and selection of the foods we eat and enjoy,	Read selected reference to identify the factors that influence food choices such as: 1. Religion 2. Nationality 3. Culture Participate in a class survey to list special foods served at home. Determine some of the factors that have influenced the selection of these foods. Participate in class discussion to define: 1. Allergy 2. Diabetic 3. Traditional 4. Heritage List reasons on chalkboard why: 1. People eat same foods 2. People eat different foods	Cronan and Atwood, First Foods, pp. 10-24
Identify considerations for combining foods when planning menu.	Study a selected menu planning check list which includes the criteria: A. MEETS NUTRITIVE REQUIREMENTS 1. Balance of nutrients 2. Fulfillment of basic four food groups daily recommendations B. OFFERS VARIETY WITHIN MENU 1. Balance and contrast of spicy and bland, tart and sweet flavors	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 400-404

CONCEPTS: Meal Planning, Serving and Etiquette

OVERALL OBJECTIVES: Plan, prepare and serve attractive meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	2. Limited number of strong flavors (onion, cabbage, fish) 3. Occasional use of complementary flavors (pork and apples, cauliflower and cheese) 4. Harmony of colors 5. Variation of shapes and sizes 6. Balance of hot and cold 7. Contrast of soft and solid, rough and smooth textures 8. No repetition of one food C. OFFERS VARIETY FROM MENU TO MENU 1. Creative use of foods and leftovers 2. Varied methods of preparation (fried, braised, baked) 3. Varied forms of one food (whole raw apples, apple sauce, apple dessert) 4. Use of new foods and recipes 5. Limited repetition of foods in one day D. CONSIDERS FOOD BUDGET 1. Use of seasonal and plentiful foods 2. Use of sale foods 3. Use of leftovers 4. Use of canned, frozen, or fresh (depending on recipe and expense) Find pictures which illustrate principles of menu planning in check list and design a bulletin board.	Bulletin board.

CONCEPTS: Meal Planning, Serving, and Etiquette

OVERALL OBJECTIVES: Plan, prepare and serve attractive meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Apply nutrition principles to basic needs of individuals and family members through menu planning.	View filmstrip: Planning Meals for Nutrition and write a summary.	Filmstrip: McGraw-Hill, Planning Meals for Nutrition.
	Analyze menus previously planned to determine application of nutrition principles to various groups and individuals.	
	Discuss the factors in our choice of foods, such as: 1. Health conditions 2. Amount of physical exercise 3. Age 4. Sex	
	Read selected references and divide into small discussion groups to compare the food requirements of: 1. A football player and a young secretary 2. A 25 year old and an 85 year old man 3. A healthy person and one with a special health problem	McDermott and Nicholas, Homemaking for Teenagers, pp. 362-365.
	Discuss special diets with a dietitian following a class presentation.	Resource Person.
	Select a dietary problem from a given list and plan menus to meet the needs for one day for a person with the problem.	List of dietary problems.

CONCEPTS: Meal Planning, Serving and Etiquette

OVERALL OBJECTIVES: Plan, prepare and serve attractive meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Relate basic principles of meal service to table setting.	Observe a teacher demonstration on appropriate table settings, Study simple table settings using the equipment in the department.	Department equipment.
	Set a table.	
Display skill and confidence in serving food graciously.	Practice simple family meal service.	
	View selected filmstrip.	Filmstrip: McGraw-Hill, Serving Meals Attractively.
	Discuss why the following guidelines are acceptable for serving meals: 1. Placing and removing plates from the left 2. Placing and removing beverages from the right 3. Refilling cups and glasses from the right 4. Passing food from left to right 5. Avoiding stacking used dishes at the table	Barclay, et al., Teen Guide to Homemaking, pp. 446-469.
	Read selected reference and plan table setting and decorations for a simple menu.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 375-377.
	Accept the responsibility for table setting and table decorations at your home for several days. Report to the class comments made by family members.	

CONCEPTS: Meal planning, Serving and Etiquette

OVERALL OBJECTIVES: Plan, prepare and serve attractive mals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Demonstrate acceptable manners for various occasions.	Demonstrate socially acceptable methods for: 1. Holding a knife and fork when cutting meat 2. Eating soup 3. Using the napkin 4. Buttering and breaking a roll 5. Placing silver at the end of the meal 6. Considering others Participate in role-playing situation identifying acceptable manners in the following situations: 1. Picnic 2. Cookout 3. Restaurant 4. Family meal Give a skit showing what to do when the following situations occur: 1. A fork is dropped on the floor 2. You have a hair or seed in your mouth 3. Something is passed which you do not like 4. You would like a serving of a food that is located across the table	

CONCEPTS: Principles of Food Preparation: Milk Group

OVERALL OBJECTIVES: Analyze and apply principles related to food preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Apply scientific principles in the selection and preparation of milk and cheese dishes.	Repond to a pre-test.	
	Read selected references on types of milk	Carson and Ramee, How You Plan and Prepare Meals, 2nd ed., pp. 239-250
	Observe a display of types of milk: 1. Whole 2. Evaporated 3. Condensed 4. Skimmed 5. Dried 6. Buttermilk 7. Fortified 2% fat (Example: Sealtest Light 'n Lively)	
	Sample milk from three unmarked pitchers (one containing homogenized whole milk, another skimmed milk, the last a mixture of half whole milk and half instant non-fat dry milk). Write opinion of taste for each sample. Discuss tabulated opinions.	
	Complete a chart comparing the nutritive value of the various forms of milk in relation to personal dietary needs. Determine the cost of each form of milk.	National Dairy Council, Comparison Cards.
	View a demonstration on reconstituting dried milk and evaporated milk	Teacher

CONCEPTS: Principles of Food Preparation: Milk Group
Principles of Food Preparation: Milk Group: Protein Group
OVERALL OBJECTIVES: Analyze and apply principles related to food preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read selected reference on animal feeding.	National Dairy Council, Animal Feeding Demonstration for the Classroom.
	Participate in an experiment for two weeks using two white rats which weigh the same. (Give one rat milk and crackers, and give the other rat water and crackers. Weigh the rats and note the difference in weight as well as smoothness and glossiness of fur. Then reverse the diets and note the change.)	Two white rats and cage equipment. Seales.
	Examine a bulletin board, "You Never Outgrow Your Need for Milk," which displays healthy-looking people at various stages of the family life cycle and written statements of nutritive needs supplied by milk for each age.	Bulletin board. National Dairy Council, Comparison Cards, Sets 1, 2.
	View selected transparency on protein cookery and respond to teacher questions.	Transparency: Nasco, Cooking Principles.
	View a demonstration of milk cookery which illustrates the effect of heat and write statements on principles of milk cookery observed.	
	List a number of dishes containing milk. Work with one other girl and choose one dish to prepare. Examine and taste.	McDermott and Nicholas, Homemaking for Teenagers, 3rd ed., p. 363.
Examine various methods of preparation of cheeses.	Display forms of cheese representing hard, semi-hard, and soft. Taste each cheese and discuss the use and dietary function of each.	Types of cheeses.

CONCEPTS: Principles of Food Preparation: Milk Group: Protein Group
Principles of Food Preparation: Protein Group
OVERALL OBJECTIVES: Analyze and apply principles related to food preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Perform experiment: Melt a small amount of cheese at low temperature and a small amount at high temperature. Observe appearance and taste of both. Write conclusions on cheese cookery.	Kitchen facilities.
	List a number of dishes containing cheese. Working with a partner, choose one dish to prepare. Using principles of protein cookery, prepare and evaluate cheese dish. Select one or two recipes to prepare at home and report experiences in class.	Kitchen facilities.
Apply principles in the selection and preparation.	Relate experiences in circular response in buying and preparing meats.	
	Research available information related to proteins prepare a report on an assigned topic of proteins.	Resource center to include available resources: Books, HEW Bulletin, Pamphlets, Filmstrips, Tapes, Slides, Magazines, and Home Economics Learning Packages.
	Given a list of protein foods, classify according to complete or incomplete. Review functions of proteins.	Carson and Ramee, How You Plan and Prepare Meals, pp. 56-57.
Identify a given protein as high, moderate or low in cost.	Consult the local market or food section of the newspaper to compare the costs of protein-rich foods, such as: chicken, cheese, hamburger, steak and fish. Compute the cost of one serving of each food. Write best buys.	Local market. Local newspaper.

CONCEPTS: Principles of Food Preparation: Protein Group

OVERALL OBJECTIVES: Analyze and apply principles related to food preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Apply principles of selection and preparation to eggs.	Read selected references on egg cookery and complete charts showing nutritive value, grades, and uses of eggs.	Carson and Ramee, How You Plan and Prepare Meals, 2nd ed., pp. 251-255.
	View demonstration on breaking an egg. Examine several grades of eggs in and out of shells and discuss uses of different grades.	McDermott and Nicholas, Homemaking for Teenagers, 6th ed., I, 450-456.
	Observe and participate in demonstrating several methods of cooking eggs. Observe characteristics of properly cooked and over cooked eggs. Read selected reference.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 407-413
	Write an explanation of the principles of protein cookery: 1. Cheese requires low heat to prevent stringiness 2. Proper cooking of meat is essential to retain nutritive value 3. Proper cooking of meat is essential to its appeal; (Juicy, tender, flavorful) 4. Protein in eggs is more tender when cooked at a low temperature 5. Milk is cooked at a low temperature to prevent scorching.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 407-413.

CONCEPTS: Principles of Food Preparation: Meat Group

OVERALL OBJECTIVES: Analyze and apply principles related to food preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Apply scientific principles in selection and preparation of meat, chicken and fish.	Research references to find information on selection, storage and preparation of meats, chicken and fish.	Carson and Ramee, How You Plan and Prepare Meals, pp. 264-272. Resource Center materials.
	View selected filmstrip. List suggestions for buying meats on overhead projector.	Filmstrip: Swift and Co., How To Buy Meat.
	Observe different cuts of meat to identify structural parts, to compare amount of connective tissues and fatty tissues, and to note the shape and condition of the bone. Examples: 1. Compare chuck and sirloin for bone shape 2. Compare veal and beef for color, size and condition of bone, fat distribution, and connective tissue	
	View selected transparency and write summary of main points.	Transparency: Nasco, Cooking Principles.
	Complete checklist to identify cooking terms and definitions, such as pan-fry, roast, broil, and braise. Suggest a cut of meat to be prepared by each method and give reasons for selections.	Handout

CONCEPTS: Principles of Food Preparation: Meat Group

OVERALL OBJECTIVES: Analyze and apply principles related to food preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View a demonstration of various methods of cooking meat: 1. Pan broiling 2. Braising 3. Broiling 4. Frying 5. Roasting 6. Making a meat loaf 7. Making a stew	
	View student demonstrations of frying, broiling and stewing chicken.	
	Research to find ways of using ground meat.	Department Resource Center
Demonstrate skills in preparation of meat, chicken and fish.	Working in teams, plan and prepare the following foods: 1. Ground meat in three ways 2. Barbecue a piece of chicken 3. Bake a portion of a fish	
	Evaluate finished product and discuss.	

CONCEPTS: Principles of Food Preparation: Fruit and Vegetable Group

OVERALL OBJECTIVES: Analyze and apply principles related to food preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Apply principles of selection and preparation to fruits and vegetables.	Respond to pretest to determine present understanding of principles involved in fruit and vegetable cookery.	Pretest.
	Study selected references to expand present knowledge and to correct misinformation concerning fruits and vegetables.	Carson and Ramee, How You Plan and Prepare Meals, 2nd ed., pp.165-192.
	Read selected references and set up criteria for selecting specific fruits and vegetables.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., p. 388.
	From a display of fruits and vegetables, evaluate the quality of individual items by the developed criteria.	Fruits and vegetables.
	Given a list of ten fruits and ten vegetables, name the basic nutrients supplied by each. Verify results by consulting references.	Carson and Ramee, How You Plan and Prepare Meals, 2nd ed., pp. 165-168, 182-183. Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 427-433.
	Work in teams to compare nutrients of the following foods: 1. Apple versus orange 2. Peach versus pear 3. Banana versus apricot 4. White potato versus sweet potato 5. Broccoli versus peas 6. White beans versus green beans	National Dairy Council, Comparison Cards, Sets 1, 2.

CONCEPTS: Principles of Food Preparation: Fruit and Vegetable Group

OVERALL OBJECTIVES: Analyze and apply principles related to food preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	7. Pumpkin versus corn 8. Carrots versus green beans 9. Others	
	Identify at least 25 of the factors affecting consumer decisions that are concealed in the "Magic Word Square" in a selected exercise.	AHEA, Home Economics Learning Package. Vegetables and Fruits from A to Z.
	Visit local food stores: 1. Observe displays of fresh fruits and vegetables and note prices. Explain why prices vary. 2. Observe packaging and storing of fresh fruit and vegetables. Tell how this can influence the consumer's decision to purchase. 3. Select a number of fresh fruits and vegetables. Explain the factors that would influence your decision to buy these choices.	Local markets.
	View Classtoon. Summarize the basic considerations in selecting fruits and vegetables.	Classtoon: "Selecting Fruits and Vegetables," Co-ed Forecast.
	View selected transparencies. Write summaries on the following: 1. Effects of heat, chemicals, and light on color of vegetables 2. Nutrient retention through protection against oxygen, moisture, and heat	Transparencies: Nasco, Protect Vitamin Content, Color in Foods.
	Develop a score card for evaluating quality of cooked products.	

CONCEPTS: Principles of Food Preparation: Fruit and Vegetable Group

OVERALL OBJECTIVES: Analyze and apply principles related to food preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read suggested references on vegetable preparations.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 427-438. Carson and Ramee, How You Plan and Prepare Meals, 2nd ed., pp. 165-192.
	Prepare a vegetable plate using fresh, frozen and canned vegetables. Compare prepared vegetables and discuss. Use score card to evaluate quality of products. Observe a demonstration emphasizing the following principles: 1. Nutrients are preserved by the decrease of (a) quantity of cooking liquid, (b) amount of cut-surface, (c) length of cooking time and (d) length of time exposed to air. 2. Firmness or shape retention and the pleasant flavor of mild vegetables is retained and/or preserved when the methods of preserving nutrients are used in cooking vegetables. 3. All vegetables are cooked by the methods that save nutrients with the exception of (a) leaving the lid off the first few minutes to keep the green color in green vegetables, and (b) leaving the lid off the entire cooking time and the use of a larger amount of water when cooking vegetables classed as strong flavored. 4. Vegetables classed as strong flavored develop less strong flavors when they are cooked in	

CONCEPTS: Principles of Food Preparation: Fruit and Vegetable Group

OVERALL OBJECTIVES: Analyze and apply principles related to food preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	(a) large amounts of water, (b) with the lid off (c) for a short time. 5. Green vegetables are prevented from changing to olive green by (a) leaving the cover off during the first few minutes to allow the volatile acids to escape, and (b) by cooking a short time so the soluble acids will not be in contact with the green color long enough to change it.	
	View a demonstration on the following principles of vegetable cookery: 1. A green vegetable that has been cooked properly versus one that has lost bright green color as a result of improper cooking 2. A raw vegetable that has been cut and stored properly versus one with surfaces that have turned brown.	McDermott and Nicholas, Homemaking for Teenagers, I, 480-521
	List summary statements on chalkboard from the demonstration.	
	Prepare fresh fruits with canned, dried, and frozen fruits for a salad working in teams.	Teacher
	Taste and evaluate salad on the following merits: 1. Compatible flavors 2. Contrast of colors 3. Contrast of textures 4. Variety of shapes 5. Salad dressing which enhances flavor 6. Pieces large enough to be identified	

CONCEPTS: Principles of Food Preparation: Cereal and Bread Group

OVERALL OBJECTIVES: Analyze and apply principles related to food preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Apply scientific principles in the selection and preparation of cereals.	Taste several cooked cereals. Name cereals and estimate cost per serving of each based upon information provided by teacher about cereals.	
	Review references to compare estimates.	
	Survey supermarkets to make a list of the uncooked and the ready-to-eat cereals which are sold locally. Note the price of each cereal and whether the label contains the words: "refined," "restored," "enriched," or "made from whole grain."	
	Develop a chart to compare the cost of precooked or instant with ready-to-serve cereals. Consult selected reference.	Carson and Ramee, How You Plan and Prepare Meals, 2nd ed., pp. 301-311.
Use correct techniques in the preparation of biscuits.	Observe the following experiment: 1. To 1 cup sour milk add 1 teaspoon soda 2. To 1 cup hot water add 1 teaspoon baking powder State conclusions which apply to biscuit making and discuss.	
	Watch a demonstration of making rolled biscuits. Identify and define techniques involved in mixing biscuits.	
	Compare the cost of biscuits made in laboratory with biscuits that are commercially prepared.	Carson and Ramee, How You Plan and Prepare Meals, 2nd ed., pp. 524-528.

CONCEPTS: Principles of Food Preparation: Cereal and Bread Group

OVERALL OBJECTIVES: Analyze and apply principles related to food preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	List a number of ingredients which could be added to biscuits for flavor and novelty. Include: 1. Grated cheese 2. Bits of bacon 3. Slivers of ham or sausage 4. Poppy or other seeds 5. Pat of butter or jelly for center Working in teams, prepare biscuits containing novelty ingredients. Practice making hot biscuits at home attempting to improve on time and skill.	

CONCEPTS: Principles of Food Preparation

OVERALL OBJECTIVES: Analyze and apply principles related to food preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Use skill and confidence in planning and preparing meals.	View selected transparency. Summarize findings.	Transparency: "Foods and Nutrition," Co-ed Forecast.
	View suggested filmstrip. Respond to questions from teacher.	Filmstrip: McGraw-Hill Book Co., Organizing and Preparing Meals.
	Work in a group to plan and prepare food for a class party. (Each group assumes responsibility for preparation of enough of a specific food to serve entire class.)	Carson and Ramee, How You Plan and Prepare Meals, 2nd ed., pp. 1-17.
	Evaluate party regarding preparation of food, suitability of centerpiece, social graces used, and nutritive value of food.	AHEA, Home Economics Learning Package: It's Time for a Party.
Plan and prepare breakfast, lunch and dinner.	Work in groups to plan breakfast, lunch and dinner according to the following factors: 1. The three meals will meet the recommended dietary allowances for teenagers. 2. Difficulty in preparation increases with each experience. 3. Meals include some convenience foods. 4. Meals give opportunities to apply certain principles of food preparation of cereals, milk, vegetables, eggs, cheese, meat, and quick breads.	
	Analyze the activities involved in meal preparation and formulate a list of tasks to be included. Develop a work sheet which includes the menu, market order, equipment needed, and time schedule.	

CONCEPTS: Principles of Food Preparation
Management of the Food Dollar

OVERALL OBJECTIVES: Analyze and apply principles related to food preparation.
Demonstrate the ability to manage family food expenditures to obtain optimum nutrition.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read Selected references and develop a score sheet for evaluation of prepared meals.	Cronan and Atwood, Foods in Homemaking, rev. ed., pp. 174-204.
	Prepare, serve and evaluate the three meals.	
	Prepare and serve a new food at home. Write your reaction to the new food. Report successes and difficulties orally to the class.	
Identify factors which influence the cost of food	Play the game "Supermarket Rummy" in which you create food combinations that constitute balanced meals while noting the cost of the food.	Illinois Teacher, Nov.-Dec. 1969, p. 72.
	Read selected references and discuss services and conveniences that influence the price of foods, including: 1. Production 2. Transportation 3. Packaging and advertising 4. Convenience 5. Supply and demand 6. Season 7. Grade	Lewis, et al., Family Meals and Hospitality, pp. 43-52. McDermott and Nicholas, Homemaking for Teenagers. 6th ed., I; 357-360 Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 375-377.
	Make a list of foods which vary considerably in price from one season of the year to another. Beside the name of the food, indicate the time of the year when it is least expensive in your area.	

CONCEPTS: Management of the Food Dollar
Management of the Food Dollar: Food Buying

OVERALL OBJECTIVES: Demonstrate the ability to manage family food expenditures to obtain optimum nutrition.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify and compare information stated on a variety of labels.	Check labels on packages. Look for information about number of servings, ways to prepare the food, and ways to store it. Compare brands for cost per pound and quality of product. Read selected references for information on labeling and packaging.	Labels Cronan and Atwood, Foods in Homemaking, pp. 216-228. Pamphlet: It's on the Label, Home Economics-Consumer Services, National Canners Association.
	Write definitions for: variety, fortified, grade, enriched, restored, additives. Discuss definitions	
	View suggested transparency on labels.	Transparency: Nasco, What Is Needed by a Can Label.
	Observe a display of food containers showing various methods of labeling. Complete a chart to compare information found on four different brands of the same foods and/or several grades.	Cans, packages and bottles of food. Labels from four brands of one food.
Examine prices of similar foods in different types of stores.	Visit a supermarket by teams to compare the prices of a number of similar foods in several markets including those that give trading stamps and those that do not.	
Identify factors that influence the amount of money a family spends on food.	Discuss factors why one family would spend more money on food than another: 1. Number in family and ages of members 2. Time and energy available 3. Food preparation and marketing skills	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 375-377.

CONCEPTS: Management of the Food Dollar: Food Buying

OVERALL OBJECTIVES: Demonstrate the ability to manage family food expenditures to obtain optimum nutrition.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	4. Ability to use management principles and equipment 5. Understanding of nutrition 6. Family food preferences	Bulletin: Money Management: Your Food Dollar, Household Finance Corporation
	Explain in writing the statement: The higher a family's income, the smaller is the proportion of money spent for food while the lower a family's income, the greater is the proportion of money spent on food.	
	Prepare bulletin board - "To Market, To Market." Directions: Use a picture of a shopping cart with these captions:	Bulletin board
	1. Make a spending plan 2. Make a market list 3. Compare prices and quality 4. Read labels	Bulletins: USDA: Family Food Budgeting. Your Money's Worth in Foods.
Develop and use criteria in shopping for selected items in the various food groups.	Participate in the discussion as selected slides are shown on shopping. List guides to improve shopping practices.	Slides: Cornell University. Be a Better Shopper.
	Role play making a shopping list. Present a skit using one person shopping with a shopping list and one without.	Bulletin: The Family Circle, Food Shopping Tips. Bulletin: U. S. Dept. of Agriculture, The Family Buying.

CONCEPTS: Management of the Food Dollar: Food Buying

OVERALL OBJECTIVES: Demonstrate the ability to manage family food expenditure to obtain optimum nutrition.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Relate basic rules of etiquette to shopping practices.	Complete a chart which reflects appropriate shopping etiquette on the following points: 1. Proper dress for food shopping 2. Shopping with small children 3. Thoughtless shoppers (socializing in aisles) 4. Over charging 5. Determining quality of food without damaging it 6. What to do if you find damaged food in the store 7. Shopping with pets	Cronan and Atwood, Foods in Homemaking, rev. ed., pp. 211-212
	View selected transparency on shopping etiquette	Classtoon: Co-ed Forecast, Food Buying.
Identify various food outlets and analyze the advantages of each.	List the various food outlets in community such as: 1. Bakery 2. Supermarket 3. Neighborhood store 4. Specialty food store 5. Meat, seafood, and vegetable markets 6. Producer Give advantages and disadvantages of each.	

CONCEPTS: Management of the Food Dollar: Food Buying: Food Storage

OVERALL OBJECTIVES: Demonstrate the ability to manage family food expenditure to obtain optimum nutrition.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Evaluate advertisements according to accuracy and relevancy of information stated.	Study advertisements in newspaper of prices at various outlets. Develop a chart to make comparisons.	
	Determine when a "special" is a good food buy. Define "special" including such points as: 1. Family likes 2. Preparation time 3. Storage space 4. Nutrition provided by food	
	View and discuss the film "Consumer Protection."	Coronet films. Consumer Protection.
	Select a food advertisement on television that is misleading and share it with the class. View advertisements from magazines and newspapers from an overhead projector. Identify valid information given.	Magazine and newspaper clippings.
Identify sources of consumer information on food buying.	View and study display of bulletins, newspaper, books and pamphlets that aid the consumer in making choices about food buying. Develop a list of purchasing criteria.	Bulletins, newspaper, books and pamphlets.
	Participate in circular response to name radio and television programs in community that give valid information to consumers.	

CONCEPTS: Management of the Food Dollar: Food Buying: Food Storage
Management of the Food Dollar: Food Presevation

OVERALL OBJECTIVES: Demonstrate the ability to manage family food expenditure to obtain optimum nutrition.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Develop criteria to use in the storage of foods for the prevention of spoilage and retention of food value.	Read selected references to research principles involved in storing food. Write findings and report to class.	Shank, et al., Guide to Modern Meal, pp. 94-114.
	Develop a chart indicating kitchen storage of a variety of foods for retention of nutritive and aesthetic qualities.	
	Study bulletin board, "Store it Right."	Bulletin board: Store it Right.
	Store groceries purchased for a planned meal in the suggested locations in the kitchen unit.	
Develop ability to conserve foods for present and future.	View selected filmstrips on: canning and freezing. Respond to questions asked by teacher.	Filmstrips: Ball Brothers, Home Canning, Green Beans Home Canning Tomatoes, Home Canning Jams and Jellies.
	Study materials and selected references: Freezing Food and Home Canning of Fruits and Vegetables.	Handouts Barclay, et al., Teen Guide to Homemaking, p. 435.
	Develop a list of principles for principles and methods of freezing and canning foods.	U. S. Dept. of Agriculture, Freezing Food, #188. Clemson University Extension Service, Home Canning of Fruits and Vegetables, H.E. Bulletin #189.

CONCEPTS: Careers and Occupations in Foods and Nutrition

OVERALL OBJECTIVES: Explore career possibilities in food and nutrition.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify opportunities available to high school students in the field of food and nutrition.	Read selected reference to list careers in foods. Write the requirements and the satisfactions of the careers.	McDermott and Nicholas, Homemaking for Teenagers, I: pp. 134-144.
	Observe a bulletin board, "Career Tree," and study the Guidance Career Kit to become aware of career possibilities. Examine local newspaper ads for job opportunities in food service or related occupations. Choose one job that may interest you and report to class.	Bulletin board: Career Tree. A.H.E.A., He. Ed. Career Kit.
	Tour by teams selected places in the community which offer opportunities in food service related jobs. These may include: 1. Cafeterias 2. Restaurants 3. Sandwich shops 4. Coffee shops 5. Sundry shops 6. Delicatessens 7. Drive-ins	Lewis, et al., Family Meals and Hospitality, pp. 470-480.
Indicate rewards of food-related occupations.	Interview school lunch personnel and other community workers in food service to determine working conditions, fringe benefits, hours, initial interest in the career, and satisfactions derived from their work. Report results of interviews to class.	

Resources for Foods and Nutrition

Basic Unit

Books:

Barclay, Marion S., Frances Champion, Jean Brinkley, and Kathleen W. Funderburk. Teen Guide to Homemaking, 3rd ed. New York: Webster Division, McGraw-Hill Book Co., Inc., 1972.

Carson, Byrta, and MaRue Carson Ramee. How You Plan and Prepare Meals, 2nd ed. New York: Webster Division, McGraw-Hill Book Co., Inc., 1968.

Cote, Patricia. People, Food, and Science. Boston: Ginn and Co., 1968.

Cronan, Marion L., and June C. Atwood. Foods in Homemaking, rev. ed. Peoria: Charles A. Bennett Co., Inc., 1972.

_____. First Foods. Peoria: Charles A. Bennett Co., Inc., 1971.

Lewis, Dora S., Gladys C. Peckham, and Helen S. Hovey. Family Meals and Hospitality. New York: The Macmillan Co., 1972.

McDermott, Irene E., and Florence W. Nicholas. Homemaking for Teenagers, rev. ed., Book I. Peoria: Charles A. Bennett Co., Inc., 1970.

McDermott, Irene E., Mable B. Trilling, and Florence Williams Nicholas. Food for Modern Living. New York: J. B. Lippincott Co., 1967.

Shank, Dorothy E., Natalie K. Fitch, Pauline A. Chapman, and Mary Suzanne Sickler. Guide to Modern Meals, 2nd ed. New York: Webster Division, McGraw-Hill Book Co., 1970.

White, Phillip L. Let's Talk About Food, 2nd ed. Chicago: American Medical Association, 1970.

Booklets, Bulletins, Pamphlets:

American Home Economics Association. 2010 Massachusetts Ave., Washington, D. C. 20036.
Home Economics Learning Packages:
It's Time for a Party
Vegetables and Fruits from A to Z

Career Kit

Clemson University Extension Service. Home Canning of Fruits and Vegetables, H.E. #189. Clemson University, Clemson, South Carolina 29631.

Family Circle Magazine. Food Shopping Tips. 448 Madison Ave., New York, New York 10022.

Household Finance Corporation. Your Food Dollar. Money Management Institute, Prudential Plaza, Chicago, Illinois 60601.

National Canners Association. 1133 20th St., Washington, D. C. 20036:
It's on the Label
Nutrition Alert

National Dairy Council. B50 Animal Feeding Demonstrations for the Classroom. 111 North Canal Street, Chicago, Illinois 60606.

New York State College. Be a Better Shopper, #86. Cornell University, Ithaca, New York 14850.

U. S. Dept. of Agriculture. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.
Family Fare, #1
The Family Food Buying
Freezing Foods, #188
Nutrition Alert
Food Facts Vs. Food Fallacies

Chart Cards:

National Dairy Council. 111 North Canal St., Chicago, Illinois 60606.
Comparison Cards for Teenagers
Food Models

Films:

Coronet Instructional Films. Consumer Protection. 65 East Water St., Chicago, Illinois 60606.
South Carolina State Board of Health. Food for Life. Sims Building, Columbia, South Carolina 29201.

Filmstrips:

Ball Brothers Company. Consumer Service Department, Muncie, Indiana 47302.
Home Canning Green Beans
Home Canning Jams and Jellies
Home Canning Tomatoes

Dow Chemical Company. Focus on Home Freezing. Consumer Education, Abbott Road, Midland, Michigan 48640.

General Mills, Inc., Mealtime Can be Magic. Department 640, 400 Second Ave., South Minneapolis, Minnesota 55440.

McGraw-Hill Book Co., Inc. 330 West 42nd St., New York, New York 10036.
Nutrients in Foods
Serving Meals Attractively
Organizing and Preparing Meals
Safety in the Kitchen
Measuring Accurately
Planning Meals for Nutrition

Swift and Company. How to Buy Meat. Union Stockyards, Chicago, Illinois 60609.

Periodicals:

Illinois Teacher. 342 Education Building, University of Illinois, Urbana, Illinois 61801.
Illinois Teacher Sept-Oct., 1970
Illinois Teacher Nov-Dec., 1969

Scholastic Magazines, Inc. Forecast for Home Economics. 902 Sylvan Ave., Englewood Cliffs, New Jersey 07632.
"Combating Nutrition Misinformation" May-June, 1972
"Counting Calories" Oct., 1970

What's New in Home Economics. 466 Lexington Avenue, New York, New York 10017.
"Teaching Nutrition to Young People" Sept., 1971
"Organic Foods--A Growing Phenomenon" Sept., 1971.

Transparencies:

3-M Business Products Sales, Inc., Kitchen Shapes, Box 3344, St. Paul, Minnesota 55101.

Nasco, Fort Atkinson, Wisconsin 53538.
Color in Foods
Protect Vitamin Content
Cooking Principles
What is Needed by a Can Label OT-254

Scholastic Magazines, Inc., 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.
Food Buying
Food Fads and Fallacies
Foods and Nutrition
Selecting Fruits and Vegetables

Advanced Unit

Conceptual Framework

I. Cultural Influences on Family Food, Patterns and Customs

II. Nutrition Needs of Family Members

- A. Food requirements during the life cycle
- B. Selection of food for special dietary needs

III. Consumer Competencies

- A. Mangement of family income
  1. Principles of wise buying
  2. Food quality and grades
  3. Advertising
  4. Packaging
- B. Consumer protection
  1. Legislation
  2. Agencies
  3. Consumer interest groups
- C. Consumer responsibilities
  1. Comparison shopping
  2. Fortification and additives
  3. Food preservation

IV. Food Preparation for the Family

- A. Scientific principles
  1. Nutrient retention
  2. Preservation of color, texture, flavor
  3. Modification of recipes

B. Preparation skills
   1. Meat group
   2. Vegetable and fruit group
   3. Breads and cereal group
C. Use of specialized and improvised equipment
D. Variations in table service and appointments

V. Employment Opportunities Related to Food and Nutrition

A. Opportunities
B. Required skills and competencies
   1. Knowledge of nutritional requirements
   2. Skill in food preparation
   3. Creativity and artistic ability
   4. Sanitary practices in care and handling of food
   5. Skill in food buying
   6. Ability to plan menus
   7. Knowledge of meal time procedures and table manners

CONCEPTS: Cultural Influences on Family Food, Patterns, and Customs

OVERALL OBJECTIVES: Demonstrate comprehension of factors that influence food habits.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Interpret how food patterns are related to cultural factors and customs.	Participate in a foreign foods tasting party.	Commercially prepared frozen and canned foods.
	Read prepared material, "Differences in Foods around the World." Develop a list of food differences.	Gray, Ava A., et al., Foods and Nutrition, pp. 188-190.
	View flip chart, "Cultural Influences from Major Countries on Food Customs in the U. S."	Gray, Ava A., et al., Foods and Nutrition, p. 285.
	Research selected references to find the original source of a food. Place on a world map. Display in school corridor.	Library resources.
	Visit a supermarket and make a list of the kinds of canned and frozen foreign foods available. Discuss in class methods of preparation of foreign foods.	Local supermarket.
	Study mimeographed materials, "Vocabulary of Special and Foreign Terms." Pronounce, spell, and identify each term by participating in a spelling bee experience.	Gray, Ava A., et al., Foods and Nutrition, pp. 286-288. Home Economics Press, Inc., Books.
	Explore variety of cookbooks. Select a foreign dish to prepare at home. Evaluate dish and share results of recipe with class.	Foreign foods cookbook.
	Develop a bulletin board display of pictures of foreign foods commonly accepted in the U.S.	Bulletin board.
	Work within a family group: select a country; plan a menu, decorations, and service to illustrate the food and customs of that country.	Home Economics Press, Inc., Foreign Foods Cookbook.

CONCEPTS: Nutrition Needs of Family Members

OVERALL OBJECTIVES: Demonstrate comprehension of food requirements for the different stages of life.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify factors that affect food needs of various family members.	View chart: "Differences in Daily Calorie Requirements by Age and Sex."	Shank, et al., Guide to Modern Meals, p. 21.
	Recall and list foods eaten for last three days. Estimate calories of foods and determine if level of consumption was appropriate for age and sex.	Booklet: USDA, Nutritive Value of Foods, #72.
	Read selected references on family food needs referring to age, sex, and activity of members. Participate in class discussion.	McDermott, et al., Homemaking for Teenagers, 3rd ed., II, 452-463.
	Respond to case studies indicating differences in the food needs of a mother, a teenage girl, an eight-year-old boy, a teenage boy, a one-year-old girl, a grandparent by summarizing food needs of each person.	
	Compare the food needs of a football player and a housewife by developing a wall chart.	
	View and discuss selected filmstrip. Write summarizing statements.	Filmstrip: National Dairy Council, How Food Becomes You.
	Develop a bulletin board to show factors affecting food needs of the family. Discuss.	Bulletin board.
	Respond to student reports on nutritive requirements for various age levels by listing requirements for each: 1. Young children 2. Teenagers 3. Adults 4. Elderly person	McDermott, et al., Homemaking for Teenagers, 3rd ed., II, 466-468. Fleck, Introduction to Nutrition, pp. 237-323.

CONCEPTS: Nutrition Needs of Family Members

OVERALL OBJECTIVES: Demonstrate comprehension of food requirements for the different stages of life.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	5. Pregnant women	Booklet: National Nutrition Foundation, Inc., Food, a Key to Better Health. Booklet: S.C. State Board of Health, Baby Coming.
	Evaluate a lunchroom menu to determine the amount of daily requirements furnished using the booklet, Nutritive Value of Foods.	Booklet: General Foods Corp., Food for You and Your Family. Booklet: USDA, Nutritive Value of Foods.
	Plan and prepare a snack to be served between meals for children and teenagers. Evaluate snack through individual and class checklists.	
	View selected filmstrip and ask questions to a class member emphasizing summary points of filmstrip.	Filmstrip: National Dairy Council, Your Food--Chance or Choice.
	Compare children's snacks with teenagers' to show differences in needs.	
	Read selected reference and list reasons for deficiencies in the diet of the elderly.	Fleck, Introduction to Nutrition, 2nd ed., pp. 305-314.
	Respond to a taped interview with the dietitian of a nursing home and list her concerns in feeding the aged.	
	Discuss dietary needs with at least one elderly person and report to class.	

CONCEPTS: Nutrition Needs of Family Members

OVERALL OBJECTIVES: Demonstrate comprehension of food requirements for the different stages of life.
Analyze special dietary problems of individuals and families and plan food in relation to problem.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Plan a day's diet for an elderly person after reading selected reference.	McDermott, et al., Foods for Modern Living, pp. 212-215.
Explore ways to cope with dietary problems.	Read selected references related to dietary problems.	McDermott, et al., Homemaking for Teenagers, 3rd ed., II, 466-468. Shank, et al., Guide to Modern Meals, pp. 19-22.
	View pictures of babies, aged persons, invalids, football players, and others and discuss individual nutritional needs.	
	Given a description of a sixteen-year-old high school girl, plan 2400-calorie intake for three days.	Booklet: USDA, Nutritive Value of Food, #72
	Given a description of a sixteen-year-old high school girl, reduce intake to 1800 calories for a diet to lose weight.	Leaflet: National Dairy Council, The Food Way to Weight Reduction.
	With the use of food models, arrange a display of foods to illustrate a day's intake of 1800 calories. Analyze food models using comparison cards to determine whether daily requirement is adequate.	National Dairy Council, Food Models. National Dairy Council, Comparison Cards.
	Estimate your caloric requirements, giving consideration to activities, body surface, and desirable weight.	Booklet: USDA, Nutritive Value of Food, #72.

CONCEPTS: Nutrition Needs of Family Members
Consumer Competencies

OVERALL OBJECTIVES: Analyze special dietary problems of individuals and families and plan food in relation to problem.
Apply knowledge of factors affecting food decisions in grocery shopping.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read and evaluate magazine articles and advertisements on reducing diets. Interpret findings to class.	Magazines.
	Listen to dietitian, doctor, or school nurse discuss special diets and dietary supplements and respond with discussion.	Resource person.
	Read selected references to plan a meal in relation to dietary problems. Prepare a tray meal for an individual who has special dietary needs such as allergies to wheat, milk, and eggs.	Cronan and Atwood, Foods in Homemaking, pp. 283-296. Shank, et al., Guide to Modern Meals, pp. 19-24.
List factors such as individual preferences, time, money, and energy that affect choices in food selection.	View suggested film and list on chalkboard the important points presented in the film.	Filmstrip: Household Finance Corp., Focus on Food Dollars.
	Read references and identify factors that are important for consumers to consider in buying foods wisely.	Shank, et al., Guide to Modern Meals, 2nd ed., pp. 72-83.
	Cite situations of impulsive buying and discuss the hazards.	
	Read references and make a list of general suggestions for good buymanship in the food markets.	McDermott, et al., Homemaking for Teenagers, 3rd ed., II, 532-534.
	View selected filmstrips and summarize by completing a question sheet from the teacher.	Filmstrips: Swift and Co., How to Buy Meats, #1, 2, 3.

CONCEPTS: Consumer Competencies

OVERALL OBJECTIVES: Apply knowledge of factors affecting food decisions in grocery shopping.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read selected references to identify the following terms: 1. Standards 2. Grades 3. Brands 4. Trademarks	Cronan and Atwood, Foods in Homemaking, rev. ed., pp. 217-246.
	Compare the contents of three different grades of the same canned food, such as tomatoes, peaches, or pears. Make a list of the characteristics found in the top grade food that are not present in the other two grades. Make a report to the clss.	Bulletin: U.S. Dept. of Agriculture, USDA Grades--To Help You Choose, C and MS-79. 1969 Yearbook of Agriculture: U.S. Dept. of Agriculture, Food for Us All.
	View a teacher-prepared exhibit and summarize.	Exhibit: U.S. Dept. of Agriculture, USDA Grades--To Help You Choose. U. S. Dept. of Agriculture, Inspection, Labeling, and Care of Meat and Poultry, Handbook 416.
Identify the ways advertising influences consumer decisions.	View selected film and summarize conclusions. Prepare a list of methods for consumer protection.	Film: Coronet Films, Consumer Protection.
	Analyze advertisements of foods. Identify desirable undersirable points of advertisements. Cross out words that give no consumer information.	Local newspapers.

CONCEPTS: Consumer Competencies

OVERALL OBJECTIVES: Apply knowledge of factors affecting food decisions in grocery shopping.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Report to class on advertisements of television and describe possible effects on consumer.	
	Respond to committee reports on the following advertising practices and their influences: arrangement of block on shelves, color, containers and labeling, music, price, quantity, seasonal foods, and stamp programs.	Periodical: "Advertising Calls for Consumer Analysis," What's New in Home Economics, April 1968, p. 44.
Define the psychological effect of advertising on people and their buying.	Read selected reference and define the psychological effect of advertising on buying food.	Pamphlet: General Foods, Food Advertising.
	Plan a menu using the "sale" items in the newspaper. Compute the cost. The following week, check the cost of the same meal when the items are not on sale. Compare costs.	Local newspapers.
Determine the effects packaging has on consumer choices.	Read suggested references for information about packaging of food; discuss findings.	Pamphlet: General Mills, The How and Why of Packaging. Pamphlet: General Foods, What Housewives Want to Know about Packages. Cronan and Atwood, Foods in Homemaking, rev. ed., pp 216-219.

CONCEPTS: Consumer Competencies

OVERALL OBJECTIVES: Apply knowledge of factors affecting food decisions in grocery shopping.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Examine labels and prices of one of more common foods in marketable forms. Determine "best buy" for specific purposes. Open cans and packages to evaluate content	
	Participate in setting up a "What's New" exhibit related to new food packaging with explanations displayed for each item.	Exhibit.

CONCEPTS: Consumer Competencies
Consumer Protection

OVERALL OBJECTIVES: Apply knowledge of factors affecting food decisions in grocery shopping.
Show awareness that agencies and laws protect the consumer.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Given selected items that vary in cost by season, by brand name, by grade, and by type of packaging, analyze to determine if the best quality costs more. Examples: 1. White potatoes 2. String beans 3. Tomatoes	
Identify agencies used to guide the consumer, and laws which protect the consumer.	Read by topic assignment to identify legislative information and laws that protect the consumer. Discuss findings.	McDermott, et al., Homemaking for Teenagers, II, 545.
	Select an agency and research protection provided. Report to class such agencies and laws as: 1. Chamber of Commerce 2. Federal Food, Drug, and Cosmetic Act 3. Milk Ordinance and Code 4. Poultry Products Inspection Act 5. U. S. Public Health Service 6. Truth in Lending Act 7. Federal Meat Inspection Act	Cronan and Atwood, Foods in Homemaking, pp. 219.222. Library resources. USDA Consumer Marketing Service. S.C. Department of Agriculture Consumer Protection Division. MACAP (Major Appliance Consumer Action Panel).
	Respond to Chamber of Commerce member who discusses local, state, and federal agencies and the roles they play in protecting the consumer by summarizing presentation in sentences on overhead projector.	Resource person. Overhead projector.

CONCEPTS: Consumer Protection
Consumer Responsibilities

OVERALL OBJECTIVES: Show awareness that agencies and laws protect the consumer.
Show awareness of factors to consider in food selection.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Analyze a collection of labels, wrappers, and markings found on foods, relating to legislation and laws protecting the consumer. Make a collage of information.	Labels and wrappers.
	Participate in brainstorming session to list the effects of no protective laws for the consumer.	
	List on chalkboard generalizations formed about protective laws.	
Apply criteria when shopping for selected items in the various food groups.	Respond to a pre-test: "How Much Do I Remember about Buying Foods?" Determine additional experiences needed.	
	Browse through resource center to review buying practices for: 1. Milk and milk products 2. Fruit and vegetables 3. Bread and cereals 4. Meats and meat products	Harris and Withers, Your Foods Book, pp. 177-205. McDermott, et al., Homemaking for Teenagers, II, 531-536. Pamphlet: Home Economics Consumer Services, It's on the Label. Current local newspapers. Other available resources.
Distinguish among different forms of food items.	Complete a checklist on food forms from a display of the following supermarket items: 1. All-purpose flour, cake flour, self-rising flour, and no-sift flour	

CONCEPTS: Consumer Responsibilities

OVERALL OBJECTIVES: Show awareness of factors to consider in food selection.
Analyze the functions of additives in foods.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	2. Cocoa, chocolate, and a cocoa mix 3. Fruit-flavored gelatin and plain gelatin 4. Flavoring extracts and flavoring oils 5. Types of yeasts: a. Active b. Compressed List on chalkboard the uses of the different forms of food items.	
Identify and interpret the functions of additives in foods.	Examine the labels on any five of the following and list the ingredients that are additives: 1. Loaf of bread 2. Package of cake mix 3. Package of flavored gelatin dessert 4. Butter or margarine carton 5. Package of cookies 6. Box of cereal 7. Spices 8. Box of salt From the list of ingredients that are additives, classify their functions, such as: 1. To enrich food 2. To improve flavor, texture, and color 3. To retard spoilage and deterioration Read selected references for committee report on how food additives have improved foods: 1. Enrichment 2. Prevention of mold 3. Smoother and creamier product 4. Color enhancement	Labels. Harris and Withers, Your Foods Book, pp. 172-176. Fleck, Introduction to Nutrition, 2nd ed., p. 366.

CONCEPTS: Consumer Responsibilities

OVERALL OBJECTIVES: Analyze the functions of additives in foods.
Analyze and apply the principles of food preservation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	5. Flavor improvement 6. Texture retention 7. Spoilage and deterioration retardation	
	View filmstrip and summarize how spices can be used effectively in food preparation.	Filmstrip: Spice Islands Co., Spice in Today's Cooking.
	Develop a chart giving the use of an unfamiliar spice in dishes.	Harris and Withers, Your Foods Book, pp. 172-176. Fleck, Introduction to Nutrition, 2nd ed., p. 366.
Examine simple methods of food preservation.	Listen to a short report on history of food preservation. Through circular response state reasons for preserving food for future use.	Pamphlet: Kerr Field Services, 10 Lessons in Canning.
	View a flip chart and summarize: 1. Benefits 2. Methods of the art a. Steam-pressure b. Water-bath c. Open-kettle 3. Latest recommendations for making pickles 4. Steps to follow for success 5. Summary	Flip chart: Ball Bros. Co., Inc., The Art of Food Preservation.
	Write sentences on an overhead projector of uses of pickles and relish in family meals.	
	View selected filmstrip. Summarize key concepts.	Filmstrip: Ball Bros. Co., Inc., Home Canning Pickles.

CONCEPTS: Consumer Responsibilities
Food Preparation for the Family

OVERALL OBJECTIVES: Analyze and apply the principles of food preservation.
Identify and apply scientific principles of food preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Observe and assist in demonstration on preparing pickles and relish.	Booklet: Ball Bros. Co., Inc., Home Canning and Freezing Methods.
	Review methods of freezing by developing a flip chart.	
	View a demonstration on preparing baked products for freezing. Write instructions for freezing baked products.	Teacher.
	Working in teams, prepare field peas, corn, or okra for freezing.	
Examine the effects of method and length of cooking time on the color, nutritive value, flavor, and form of foods.	Recall and review mimeographed sheet of principles of food preparation: 1. Eggs 2. Cheese 3. Fruits and vegetables	
	Review principles of food cookery for nutritive retention by viewing transparencies. Respond to questions by teacher to summarize the principles.	Transparencies: Nasco, Protect Vitamin Content. Color in Food. Cooking Principles.
	Read suggested references. Through a class discussion, establish criteria for caring for and preparing fruits and vegetables to retain their nutritive values, color, texture, and flavor.	Harris and Withers, Your Food Book, pp. 243-245. McDermott, et al., Homemaking for Teenagers, 3rd ed., II, 606-615. White, You and Your Food, pp. 83-103, 120-160.

CONCEPTS: Food Preparation for the Family

OVERALL OBJECTIVES: Identify and apply scientific principles of food preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Given a list of the following selected vegetables and fruits, choose one and employ different methods of preparation: 1. Peeled versus unpeeled 2. Long-period cooking versus short-period cooking 3. Sliced versus whole 4. Covered versus uncovered 5. In water versus waterless 6. Sugar added (to fruit) versus no sugar added Make comparisons of methods used in preparation of the fruit and vegetable. Write conclusions regarding retention of form, color, texture, and flavor.	
Use correct techniques in modifying a recipe.	Participate in a teacher-led discussion on evaluating recipes, measuring accurately, and using correct procedures in preparing food. View selected transparencies and recall information needed in using a standard recipe. Include the following: 1. Knowledge of abbreviation 2. Table of measurements 3. Food equivalents 4. Possible substitutions 5. Terms Take a recipe for four servings and change proportions of ingredients to make eight servings.	Transparencies: Nasco Abbreviations for Measurements. Equivalent Measures. Can You Define These Terms?

CONCEPTS: Food Preparation for the Family: Preparation Skills

OVERALL OBJECTIVES: Demonstrate skills in selection and preparation of meat.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Select and prepare meat by appropriate methods.	Research suggested references to find information on selection, storage, and preparation of meats. Share findings with class through discussion.	White, You and Your Food, pp. 212-253. Cronan and Atwood, Foods in Homemaking, pp. 231-239. Shank, et al., Guide to Modern Meals, pp. 261-297.
	View selected filmstrip. Write suggestions for buying meats. List kinds of information a person needs to select, store, and use meat wisely. Observe and analyze different cuts of meat to identify structural parts, to compare amount of connective tissues and fatty tissues, and to note the shape and condition of the bone. Examples: 1. Compare chuck and sirloin for bone shape. 2. Compare veal and beef for color, size, and condition of bone, fat distribution, and connective tissue. Write observation of the cuts of meats. Given a list of cooking terms and definitions, identify terms as pan-fry, roast, broil, and braise. Suggest a cut of meat to be prepared by each method and give reasons for selections.	Filmstrip: Swift and Co., How to Buy Meat.

CONCEPTS: Food Preparation for the Family: Preparation Skills

OVERALL OBJECTIVES: Demonstrate skills in selection and preparation of meat.
Demonstrate skills in the preparation of vegetables and fruits.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View a demonstration of various methods of cooking meats: 1. Pan broiling 2. Braising 3. Broiling 4. Frying 5. Roasting 6. Others	
	Taste meats and complete teacher prepared questionnaire on meats in relation to method of preparation.	
	Compile a written list of principles involved in selection and preparation of meats.	
Select, prepare, and serve vegetables and fruits according to established criteria.	View exhibit of various kinds of vegetables to become familiar with the edible parts, such as root, seed, leaf, and fruit.	Exhibit.
	Display and label vegetables most frequently grown in area.	Display.
	Participate in brainstorming to recall ways vegetables are prepared and served.	
	View selected filmstrip and list summary ideas on chalkboard.	Filmstrip: H.J. Heinz Co., Song of a Salad.
	View demonstration of preparation of salads.	
	Visit supermarket to note prices and various forms in which vegetables are available. Summarize findings to class.	Local supermarket.

CONCEPTS: Food Preparation for the Family: Preparation Skills

OVERALL OBJECTIVES: Demonstrate skills in the preparation of vegetables and fruits.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Participate in a team to demonstrate a principle of vegetable cookery. Examples: 1. Small amount of water 2. Cooking rapidly or slowly 3. Covered or uncovered 4. With acid and alkali	
	Prepare a potato according to assignment on method to use. Summarize classmate preparations: 1. Bake in skins in the oven (with/without foil). 2. Cook in skins in pressure saucepan for 5 minutes and finish baking in oven. 3. Cook in skins in pressure saucepan. 4. Cook in skins in waterless cooker. 5. Pare potatoes with peeler or sharp knife and cube to cook for meal in waterless cooker (5-8 minutes). 6. Cook cubed potatoes in pressure saucepan (1-2 minutes). 7. Bake scalloped potatoes in oven. 8. Prepare different kinds of dehydrated potatoes.	
	Analyze and discuss results in teacher-led discussion.	
	Taste and name a variety of apples. List different methods of preparing apples.	
	Read selected reference and participate in a discussion on buying, preparing, and cooking fruits.	Cronan and Atwood, Foods in Homemaking, pp. 242-243, 481-483.

CONCEPTS: Food Preparation for the Family: Preparation Skills

OVERALL OBJECTIVES: Demonstrate skills in the preparation of vegetables and fruits.
Demonstrate ability to prepare bread and cereals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Plan by team assignment dinner menus in which fruit is served as an appetizer, a salad, an accompaniment, a garnish, a dessert, and as an ingredient in breads. Report results and compare with other class members' menus.	
	View classmate demonstrations on preparation of apples, using different methods: 1. Baked 2. Fried 3. Applesauce (adding sugar before or after) 4. Apple compote 5. Salad 6. Broiled 7. Others	
	Evaluate demonstrations by class-established criteria.	
Prepare and serve nutritious breads and cereals.	Recall the value of breads in the diet by completing checklist.	
	Observe classmate demonstrations of the preparation of different forms of quick breads, such as: 1. Coffee cake 2. Muffins 3. Pancakes 4. Biscuits 5. Others	
	Use recipes in selected reference.	McDermott, et al., Homemaking for Teenagers. II, 641, 642, 660.

CONCEPTS: Food Preparation for the Family: Preparation Skills

OVERALL OBJECTIVES: Demonstrate ability to prepare bread and cereals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Compare for flavor, use, texture, and appearance; evaluate according to class-established criteria.	
	Read selected reference to identify two kinds of wheat used for flour. Determine the uses of different types of flour. Examine and feel the types of flour. Write reaction and discuss in class.	Shank, et al., Guide to Modern Meals, p. 216.
	Study suggested information on cereals. Determine nutritive value of cereals.	
	Plan and prepare a meal by groups using an unfamiliar cooked cereal.	
	Discuss learnings of the experience.	
	View selected filmstrip. List ingredients and procedure used in making yeast breads.	Filmstrip: Yeast Breads Made Easy. General Mills.
	View a demonstration of preparation of a gluten ball and yeast bread doughs. Write standards for evaluating yeast bread doughs.	Teacher.
	Working in teams, prepare yeast bread doughs and shape dough in variety of ways. Bake. Evaluate product by flavor, texture, and other means.	
	Compare home baked bread with commercial bread. Consider cost, time involved, satisfaction, and other factors. Write the comparisons.	
	List tips for storage of bread.	

CONCEPTS: Food Preparation for the Family: Specialized Equipment
Food Preparation for the Family: Table Service and Appointments

OVERALL OBJECTIVES: Analyze the effect of specialized equipment on food preparation.
Set a table for a meal with appropriate table appointments.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify less common and more specialized pieces of kitchen equipment.	View a display of kitchen equipment not often used. Explain in a prepared report how use of these save energy, time, and money. Examples: pressure cooker, sauce pan, and blender.	Display of equipment.
	Read selected references to gain information about the use of the equipment.	Equipment booklets.
	Demonstration of the use of a less common piece of equipment. Evaluate the demonstration and food product.	
	From catalogues and current homemaking magazines, list and post pictures of new and more specialized types of equipment. Evaluate uses in relation to cost.	Catalogues and homemaking magazines.
Identify how equipment might be improvised and recycled.	Plan and establish an ecology corner for the home economics department. (Include a bulletin board for clippings and a table to exhibit ways of recycling items.)	Newspaper clippings.
Set a table appropriately.	Recall appropriate methods to set a table.	
	View a display of correct placement of tableware for different types of meals.	Bulletin: Table Appointment and Meal Service.
	Given a selected menu, set a table in various methods.	Table and appointments.
	Participate in a brief family scene which portrays people's values toward table setting. (Examples: teenager preparing for a party, teenager being told to set the table, teenager setting table when angry.)	Shank, et al., Guide to Modern Meals. pp. 41, 120, 131.

CONCEPTS: Food Preparation for the Family: Table Service and Appointments

OVERALL OBJECTIVES: Set a table for a meal with appropriate table appointments.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Participate in a discussion to analyze the values of an attractive table. Identify various values.	
	Working with a partner, arrange centerpieces suitable for various type meals. Evaluate centerpieces as to color, creativity, eye appeal, and other factors.	Centerpiece equipment.
	View selected filmstrip. Name basic table appointments.	Filmstrip: McGraw-Hill, Serving Meals Attractively.
Select table appointments wisely.	Assist in assembling a display of examples of various table appointments. Evaluate the assembled examples in relation to beauty, serviceability, and cost.	
	Participate in a field trip to a local store to view display of table appointments. Write the variety of available appointments.	
	List qualities to consider when selecting table appointments. Select appointments for a complete table setting.	
	Participate in planning, preparing, and serving a guest dinner meal (smorgasbord) to illustrate the basic principles of food preparation, table service, and table appointments. Evaluate meal by class developed criteria. Discuss meal.	McDermott, et al., Homemaking for Teenagers, pp. 537, 605, 606, 704-706.

CONCEPTS: Employment Opportunities Related to Food Nutrition

OVERALL OBJECTIVES: Demonstrate awareness of career possibilities in food and nutrition.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify career possibilities in food and nutrition.	Respond to a counselor's discussion on methods of determining interest, attitudes, and potentials for careers by completing interest test. Investigate the opportunities in the community for employment in the foods and nutrition field. Report findings to class. Respond to a panel composed of: 1. School lunch director 2. Manager of a restaurant 3. Manager of a food processing plant 4. Others In discussing the skills and competencies needed for their special types of work, write summary of panel. Discuss.	Resource person: School counselor. Resource persons in the community.
Recognize the wise scope of possibilities in careers for different levels of educational achievement.	Examine and collect local newspaper advertisements for job opportunities in foods and nutrition. Make a list of the job opportunities offered in local newspapers. Read assigned reference on "Your Future in Home Economics" and compare with local job opportunities.	Collect classified newspaper advertisements. McDermott, et al., Homemaking for Teenagers, 3rd, II, 712-726.
Analyze the skills and competencies needed for employment in the field of foods and nutrition.	Complete a checklist indicating the educational and other requirements needed by applicants for jobs listed in local newspapers and other employment in food and nutrition. Checklist should include: 1. Knowledge of nutritional requirements 2. Skill in food preparation 3. Creativity and artistic ability	

CONCEPTS: Employment Opportunities Related to Food Nutrition

OVERALL OBJECTIVES: Demonstrate awareness of career possibilities in food and nutrition.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	4. Sanitary practices in care and handling of food 5. Skill in food buying 6. Ability to plan menus 7. Knowledge of meal time procedures and table manners. Secure part time employment in a foods related position if personal conditions permit. Share experiences with class.	

Resources for Foods and Nutrition

Advanced Unit

Books:

Cronan, Marion L., and June C. Atwood. First Foods. Peoria: Charles A. Bennett Co., Inc., 1971.

_____. Foods in Homemaking, rev. ed. Peoria: Charles A. Bennett Co., Inc., 1972.

Fleck, Henrietta, Louise Fernandez, and Elizabeth Munves. Exploring Home and Family Living, 2nd ed. Englewood Cliffs: Prentice-Hall, Inc., 1965.

Fleck, Henrietta. Introduction to Nutrition, 2nd ed. New York: The Macmillan Co., 1972.

Favorite Recipes of Home Economics Teachers. Foreign Foods. Montgomery: Favorite Recipes Press, Inc., Sept., 1968.

Gray, Ava A., Beulah Whorley, and Peggy Patrick. Foods and Nutrition a Guide for Teachers of Home Economics. Monograph 74. Fayetteville, Arkansas: University of Arkansas, College of Education, Home Economics Education, 1969.

Harris, Florence L., and Rex Todd Withers. Your Foods Book. Lexington, Massachusetts: D. C. Heath Co., 1972.

McDermott, Irene E., Jeanne L. Norris, and Florence W. Nichols. Homemaking for Teenagers, 3rd ed. Book II. Peoria: Charles A. Bennett Co., Inc., 1972.

McDermott, Irene E., Mable B. Trilling, and Florence Williams Nicholas. Foods for Modern Living. Philadelphia: J. B. Lippincott Co., 1967.

Shank, Dorothy E., Natalie K. Fitch, Pauline A. Chapman, and Mary Suzanne Sickler. Guide to Modern Meals. New York: Webster Division, McGraw-Hill Book Co., 1970.

Books:

United States Department of Agriculture. 1969 Yearbook of Agriculture: Food for Us All. Washington: U. S. Printing Office. 1969.

Booklets, Bulletins, Pamphlets:

Ball Brothers Co. Consumer Service Dept., Muncie, Indiana 47302.
Home Canning and Freezing Methods
The Whys and Hows of Home Canning

Consumer Information Service. It's on the Label. 4242 W. 42nd Place, Chicago, Illinois 60606.

General Foods Corp. 250 North Street, White Plains, New York. 10602.
Food Advertising
Food for You and Your Family
What Housewives Want to Know about Packages

General Mills. The How and Why of Packaging. 420 Lexington Avenue, New York, New York 10017.

Kerr Field Services. Ten Short Lessons in Canning and Freezing. Consumer Products Division, Department 135, Sand Springs, Oklahoma 74063.

London, Roberta. A Guide to the Selection of Table Appointments and Meal Services. School of Home Economics, Winthrop College, Rock Hill, South Carolina 29730.

National Canners Association. It's on the Label. Home Economics Consumer Services, 1133 20th Street, N. W., Washington, D.C. 20036.

National Dairy Council. The Food Way to Weight Reduction. 111 North Canal Street, Chicago, Illinois 60606.

National Nutrition Foundation, Inc. Food, a Key to Better Health. 99 Park Avenue, New York, New York 10016.

Booklets, Bulletins, Pamphlets:

South Carolina State Board of Health. Baby Coming. Sims Building, 2214 Bull Street, Columbia, South Carolina 29201.

United States Department of Agriculture. Superintendent of Documents, U. S. Government Printing, Washington, D.C. 20402.
Inspection, Labeling, and Care of Meat and Poultry, Handbook 416
Nutritive Value of Foods, #72
USDA Grades--To Help You Choose.

Charts, Cards:

Ball Brothers. The Art of Food Preservation. Consumer Service Department, Muncie, Indiana 47302.
National Dairy Council. 111 North Canal Street, Chicago, Illinois 60606.
Comparison Cards
Food Models

Exhibit:

United States Department of Agriculture. USDA Grades--To Help You Choose. Washington, D.C. 20402.

Films:

Coronet Instructional Films. Consumer Protection. 65 East Water St., Chicago, Illinois 60606.

Filmstrips:

Ball Brothers Company. Home Canning Pickles. Consumer Services Department, Muncie, Indiana 47302.

General Mills, Inc. Yeast Breads Made Easy. Betty Crocker Film Library, 9200 Wayzata Boulevard, Minneapolis, Minnesota 55440.

H. J. Heinz Company. Song of a Salad. P.O. Box 57, Pittsburg, Pennsylvania 15230.

Filmstrips:

Household Finance Corp. Focus on Food Dollar. Money Management Institute, Prudential Plaza, Chicago, Illinois 60601.

McGraw-Hill Company. Serving Meals Attractively. 330 W. 42nd Street, New York, New York 10036.

National Dairy Council. 111 North Canal Street, Chicago, Illinois 60606.
How Food Becomes You
Your Food--Chance or Choice

Spice Islands Company. Spices in Today's Cooking. 100 East Grant Avenue, South San Francisco, California 94108.

Swift and Company. How to Buy Meats, 1, 2, 3. Union Stockyards, Chicago, Illinois 60609.

Periodicals:

"Advertising Calls for Consumer Analysis," What's New in Home Economics, April 1968, p. 44 466 Lexington Ave., New York, New York 10017.

Transparencies:

Nasco Home Economics Supplies. Fort Atkinson, Wisconsin 53538.
Abbreviations for Measurements
Can You Define These Terms
Color in Food
Cooking Principles
Equivalent Measures
Protect Vitamin Content

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Semester Course

Conceptual Framework

I. Management of family resources

- A. Facilities and equipment
  - 1. Work centers
  - 2. Selection, use, and care of equipment
  - 3. Safety and sanitation
  - 4. Table appointments
- B. Time and energy
  - 1. Work simplification
  - 2. Dual roles
- C. Food dollar
  - 1. Relationship to total budget
  - 2. Influence of marketing practices
    - a. Shopping
    - b. Convenience foods
    - c. Comparative shopping
    - d. Unit pricing and coding
  - 3. Conservation and preservation of food

II. Food patterns and customs

- A. Regional and cultural influences
- B. Social values of food
- C. World nutrition problems
- D. Food fads and fallacies
- E. Nutrition throughout the life cycle
  - 1. Establishment family stage
  - 2. Expanding, child-bearing, child-rearing stage
  - 3. Contracting family stage

III. Technology and consumer choices

- A. Science and technology
  - 1. Food production
  - 2. Food choices
    - a. Convenience foods
    - b. Space age foods
    - c. Synthetic foods
  - 3. Food additives
- B. Advertising
- C. Packaging and labeling
- D. Protective measures
  - 1. Safety of food
  - 2. Legislation
  - 3. Agencies
- E. Sources of information

IV. Meal planning and preparation

- A. Nutritionally adequate meal patterns through variations
- B. Management of resources
- C. Principles of food preparation
- D. Table service and social practices
- E. Regional and cultural foods
- F. Family and special occasion meals
- G. Food for gifts
- H. Food for home and community emergencies

V. Careers in foods and nutrition

- A. Opportunities for employment
  - 1. Dietitian
  - 2. Food researcher or chemist
  - 3. Food and equipment demonstrator
  - 4. Chef

5. Food service manager
6. Others

B. Educational preparation

C. Rewards and personal satisfaction

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing for family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe types of kitchens and their relative merits.	Analyze the shapes of kitchens in the foods laboratory. Construct a collage of magazine pictures of kitchens. Discuss efficiency of kitchens.	McDermott, et al., Food for Modern Living, pp. 58-73.
	View a picture of each of the following types of kitchens: L-shaped, U-shaped, parallel wall, one wall. Analyze advantages and disadvantages of variously shaped kitchens.	Collection: pictures of kitchen types.
	Visit various types of kitchens located in community: kitchen, mobile home kitchen, combination living-dining-kitchen. Evaluate advantages and disadvantages of each type.	Community.
	View and discuss slides of kitchen planning. Summarize by writing statements concerning kitchen planning.	Slides: Power Co. Program.
List methods to organize work centers for efficiency.	Read selected references. List the different work centers: sink, range, mixing, serving, and cleaning. Write the pieces of equipment which should be located at the various centers.	Shank, et al., Guide to Modern Meals. 2nd ed., pp. 94-99.
	View selected filmstrip and discuss techniques for kitchen organization.	Filmstrip: Rubbermaid, New Room in Your Kitchen.
	Develop plans for re-organization of equipment in the laboratory. State reasons for changes.	
	Analyze kitchen floor plans. Examine placement of large equipment. Identify work centers. Evaluate plans by applying class criteria.	Transparencies of kitchen floor plans.

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing for family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe desirable characteristics of kitchen equipment.	Read suggested reference and list desirable characteristics of kitchen equipment.	McDermott, et al., Food for Modern Living, pp. 74-80.
	List points to consider when selecting major appliances: 1. Seals of approval 2. Kinds of care needed 3. Special needs of the family 4. Special features 5. Family budget 6. Others	
	Given three brands of a major appliance, select the most desirable appliance and state reasons for selection. View demonstrations of use and care of range, refrigerator, dishwasher, disposal, freezer, and small electrical appliances. Summarize by writing paper on use and care of major appliance.	Home economist from local power company, and/or appliance dealer.
	Visit a local appliance dealer and examine one piece of new equipment. Report to class on improvements or new features.	
	Establish criteria for selecting appliances using library references.	Library references: Consumer Reports and Changing Times.
	Given an example of a family and budget, plan major appliances for a modern kitchen and estimate cost.	Case study.
	View selected filmstrip and participate in a discussion of major points.	Filmstrip: A Thought about Pot or Two.

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing for family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Participate in setting up an exhibit of cooking utensils made of different materials with written description.	
Demonstrate effective ways of cleaning selected materials used in kitchen equipment.	Participate in a group to prepare posters on cleaning of each material.	
	View selected filmstrip and summarize ideas presented.	Filmstrip: Evaporated Milk Association, Convenient Cooking with Portable Electric Appliances.
	Plan and prepare a meal using only small appliances. Evaluate meal and discuss improvements for another time.	
	Cite and share an innovative idea for improvising appliances or equipment. (Examples: 1. Clothes hanger to cook weiner. 2. Cup for gelatin molds.)	
Describe care procedures of large kitchen appliances.	Assume responsibility for cleaning and caring for one or more pieces of major equipment and/or small appliance.	Appliance booklets.
Evaluate kitchen equipment for safety features.	View bulletin board: "What Happened Through Carelessness in the Kitchen?" (Idea: "Careless Carrie," "Hasty Harriet"), to note safety reminders for use of kitchen facilities and equipment.	Bulletin board.

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing for family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Demonstrate safe use of selected kitchen tools.	Watch a demonstration of safe ways to use kitchen appliances: 1. Use of knife and scissors 2. Electrical appliances 3. Pressure saucepans Write the safety procedures observed and discuss.	
Describe safety precautions for the kitchen.	List safety reminders for using facilities and equipment in preparation of food such as: 1. Keep cords in good condition. 2. Turn off appliances before removing plug from socket. 3. Consider amount of voltage in electrical circuit. 4. Grasp plug when disconnecting appliance; never yank. 5. Others	
	Observe demonstration on use of fire extinguisher in case of kitchen emergency.	Fire inspector to demonstrate safe use.
	Demonstrate ways to treat emergencies in the kitchen: 1. Cuts 2. Burns 3. Hot grease 4. Falls 5. Others Prepare chart on treatment of kitchen emergencies.	
Explain the importance of clean kitchen utensils.	Read selected references and discuss sanitation and its importance.	Cronan and Atwood, Foods in Homemaking, pp. 85-104.
	View chosen film and discuss ideas obtained.	Film: State Health Department, The Invaders.

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing for family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Demonstrate correct method of hand washing. Discuss personal cleanliness in handling food.	Supplies for washing hands.
	Show techniques of safe and sanitary dishwashing.	Equipment for dishwashing.
	State advantages of using automatic dishwashers in the washing of dishes. 1. Sterilization 2. No drying of dishes 3. Others	
	Listen to taped interview of person clarifying sanitation in the care and maintenance of kitchen facilities.	Sanitation director from country health department.
Identify factors involved in selecting table appointments.	Read and discuss selected material on table appointments. Summarize orally.	Shank, et al., Guide to Modern Meals, 2nd ed., pp. 120-126.
	Collect and make a display entitled:"Beauty Has No Price Tag" (place settings with inexpensive table appointments.)	Collection of inexpensive table appointments.
	Visit a local jewelry store and summarize presentation by representative on selection of table appointments. Examine a display of examples of various types of table appointments. Research and report on one of the following topics: 1. Silverware 2. Table coverings 3. Table glassware and/or history of a specific one.	Display: Various type table appointments. Library resources.

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing for family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Complete a checklist identifying the characteristics of various types of dinnerware. Consult reference 1. Fine china 2. Bone china 3. Earthenware 4. Pottery 5. Plastic dishes 6. Paper dishes 7. Others	McDermott, et al., Food for Modern Living, pp. 116-118.
	Discuss the use of each type.	
	View selected filmstrips and discuss major points.	Filmstrip: Lenox, Inc., The Making of Fine China or Syracuse China Corporation, China First.
	View selected filmstrip and orally summarize.	Filmstrip: Towle, The Crystal Touch.
	Draw a table setting of the usual pieces of table glassware and label.	
	View selected filmstrip on silver. Develop a comparative chart on sterling, silverplate, stainless steel, flatware, and holloware from the standpoint of cost and ease of care.	Filmstrip: Towle, The Sterling Story.
	Examine tablecloths, napkins, and placemats. In a display, name appropriate use for different types.	Display of tablecloth, placemats and napkins.

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Participate in a discussion on the care and storage of table appointments. Present student reports on assigned table appointments.	
	Summarize study of table appointments by setting up guidelines in selecting moderately priced table appointments. Consult references.	McDermott, et al., Food for Modern Living, p. 119.
Explain aspects to consider in simplification of work.	Define work habits, short cuts, motion, time, and energy after reading in selected reference. Discuss definitions.	Shank, et al., Guide to Modern Meals, pp. 48-71
	Prepare a bulletin board of short cuts for preparing meals. Explain procedures.	
	View suggested filmstrip and state ways to organize kitchen storage.	Filmstrip: Rubber Maid Co., New Room in Your Kitchen.
State guidelines for use in storing equipment.	Observe demonstration on storing equipment: 1. Frequently used equipment 2. Seldom used equipment	
	Given an example of a family and a kitchen, develop a plan for equipment storage for the family.	
	View selected filmstrip and discuss main ideas.	Filmstrip: General Mills, Inc., Mealtime Can be Magic.
	Practice making a simple time or work schedule that includes necessary jobs for planning, preparing, and serving a meal.	
Plan a work schedule to fit a given menu.	Plan a typical family menu. Decide ways the meal could be prepared (obtained from the restaurant, completely prepared and purchased, TV dinner,	

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	partially prepared, or from basic ingredients). Compare advantages and disadvantages of each way, in terms of time, energy, and money.	
Analyze work processes for efficiency of operation.	Record and compare the amount of time and the number of motions and distance traveled when two students make the same cookies but use different procedures assigned by the teacher. State conclusions from the comparison.	Laboratory situations.
	Practice techniques for simplifying tasks, such as: 1. Using both hands 2. Using a tray 3. Keeping work space orderly 4. Eliminating unnecessary tools	Shank, et al., Guide to Modern Meals, pp. 60-61.
Describe ways of doing work more efficiently.	Write a situation which involves "dovetailing" and discuss how it applies to efficiency. Read selected reference on efficiency.	Shank, et al., Guide to Modern Meals, pp. 61-62.
	View suggested filmstrip and list ways to save time.	Filmstrip: How to Save 30 Minutes Per Day, Rubbermaid Co.
	Interview homemaker to find how she saves time in the kitchen. Report summary to the class. From class reports, compile a list.	
	Participate in brainstorming session to list effects on a homemaker by employing efficiency procedures. List ideas.	

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing for family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Study reference on various labor-saving devices called gadgets and discuss their relative merits.	Shank, et al., Guide to Modern Meals, pp. 109-113.
Develop skill in meal preparation for the homemaker who assumes the dual role.	Discuss advantages and disadvantages from management perspective in using prepared or partially prepared food in menus.	McDermott, et al., Food for Modern Living, pp. 76-79. Medved, The World of Food, pp. 19-36.
	Arrange a bulletin board of menu suggestions for meals which may be prepared in fifteen to twenty minutes. Use titles which suggest the need for quick meals, such as "Home after Six," "The Market was Closed," and others.	Bulletin board.
	Research current periodicals to identify innovations in family meal service and preparation to replace household workers.	Library resources.
	Given a description of a family with an employed mother, plan to prepare and serve a meal for the family in thirty minutes. Evaluate meal by established guidelines in previous class activity.	Kitchen facilities.
Interpret factors which influence food purchases.	View selected filmstrip and discuss how the money spent for food needs to be apportioned to include all nutrients needed for health.	Filmstrip: Spending Your Food Dollar, Money Management Institute.
Explain the differences in family food purchasing problems at different stages of the family life cycle.	Listen to a panel of homemakers discuss their problems in food purchasing. (Include a newlywed, a mother of pre-schoolers, a mother of adolescents, a working mother and a retired homemaker.) Summarize problems discussed and suggest solutions.	Resource people.

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing for family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read suggested reference to identify and discuss conditions which influence the amount of money needed for food. (Include number of family members, age, activities of members, emergencies.)	Harris and Withers, Your Foods Book, pp. 208-210.
Classify foods according to cost.	View samples or pictures of a variety of food products. Classify foods in relation to high, medium, and low cost. (Use newspaper ads or field trip to find costs.) Compare the foods and prices.	Collection: Pictures or products.
	Apply the principles of meal planning and plan menus around foods from one of the three groups (low, medium, and high cost meals).	Shank, et al., Guide to Modern Meals. pp. 73-74
Plan menus that are low, medium, and high in cost but meet the basic 4 plan.	Given an amount of money, work in a team to plan menus for a day's food supply. Prepare and serve the meal. Evaluate according to established criteria.	
	Use current magazines, government bulletins, and newspapers to study information related to consumer education on food purchasing. Evaluate information. Discuss reasons for using up-to-date information.	Magazines, newspapers and bulletins.

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing for family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Explain the importance of time in the buying of food.	Discuss the times families shop through circular response. State the reasons for shopping at different times. Read and summarize selected references.	McDermott, et al., Food for Modern Living, p. 45. Cronan and Atwood, Foods in Homemaking, p. 215.
	Check newspaper advertisements for weekend specials. Develop a chart to compare the prices of "specials" with everyday prices.	Newspapers.
	Analyze U. S. Department of Agriculture lists of plentiful foods and plan menus using these foods.	U. S. Dept. of Agriculture, Marketing News.
	Survey grocery stores for seasonal foods. Note price and quality.	Grocery stores.
Describe the advantages and disadvantages of various food outlets.	Construct a wall chart to identify various types of food outlets in your community. Discuss shopping in each type.	
	List all conveniences or services that stores offer. Ask an adult to check each convenience in order of importance. Compare answers with classmates and discuss reasons for differences of opinion.	
	Interview at least three adults to identify where they buy food and the reasons. Discuss interviews and list on chalkboard reasons for shopping at particular stores.	
	Read selected reference. List special services offered by different stores.	Cronan and Atwood, Foods in Homemaking, p. 210.

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing for family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
State guidelines for making a shopping list.	Read selected references and list reasons for the importance of a marketing list. Suggest ideas about how and where to keep a "running list" of groceries. Given a description of a family and budget, plan menus for a week, using meal planning principles and newspaper ads. Use as many "specials" as possible. Recall organization of food lay-out in local supermarket. Organize shopping list to conserve energy and time. Plan (at your home) a meal and purchase all food necessary. Prepare, serve, and evaluate the meal with recommendations for improvement. Report to class on experience. Discuss some of the trends in grocery shopping: 1. Who does the shopping? 2. When do people shop? 3. Shopping courtesies 4. Predictions about future grocery shopping	Cronan and Atwood, Foods in Homemaking, pp. 211-214. Medved, The World of Food, p. 3.
Apply previously learned food principles in the use of convenience foods.	Read suggested reference and discuss. Recall examples of improving the flavor of convenience foods. Make a list of suggestions. View selected filmstrip and continue list of suggestions to make meals attractive by the use of convenience foods.	Medved, The World of Food, pp. 451-452. Filmstrip: Swift Company, Can Opener Easy Meals.

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing for family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Given a family description and a budget, plan and prepare a can opener meal. Evaluate meal to determine if food principles were applied in preparation. Compare cost of a convenience meal with a home-prepared meal. Evaluate differences in cost. Form generalizations regarding convenience foods in meal preparation.	
Compare cost of food purchased in different forms and sizes.	Read selected references and summarize by question and answer period. Make a comparison study of cost of various forms of food that can be purchased such as fresh, canned, and frozen products. Report to class and discuss.	Cronan and Atwood, Foods and Homemaking, rev. ed. pp. 208-250. Shank, et al., Guide to Modern Meals, 2nd ed., pp. 82-84. McDermott, et al., Food for Modern Living, p. 41-56.
	View a display of various can sizes. Make a comparison study of can sizes and foods which are prepared in each size.	Collection of various can sizes.
Compare the quality of product with cost.	Examine different sizes of packages. Compare the cost of serving a ready-to-eat cereal when purchased in a large, small, and variety box. Present results on overhead projector and discuss.	

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing for family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Examine the labels and contents of at least four different brands of tomatoes or peaches. Identify information found on labels including maturity, color, taste, amount and viscosity of liquid, firmness, price, number of servings, suitability for different uses and other characteristics.	Commercial canned products.
Describe factors which affect the costs of various foods.	Analyze and explain the factors which affect the various costs of foods: 1. Amount of processing 2. Seasonal availability of food 3. Storage and transportation 4. Trading stamps 5. Advertising costs 6. Others	
Describe how unit pricing can help in money management.	From a display of labels and packages, examine the weights, measurements, and prices given. Read suggested reference and consider the difficulties involved in purchasing food with present day non-uniform sizes, weights, packages, and labels. Use information on packages and compute cost per unit. Report findings to class and discuss. Visit local markets to determine where unit pricing is practiced. Summarize findings in a report to the class.	Display: Labels and packages from a variety of foods. McDermott, et al., Food for Modern Living, pp. 43, 48, 49. Cronan and Atwood, Foods in Homemaking, pp. 216-219.

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing for family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Explain coding practices.	Research magazines and newspaper for information on present coding system.	Library references.
	Respond by discussion to a person from a grocery store interpreting coding systems.	Resource person.
	Discuss importance of coding system containing date for shelf life and a date for home storage.	
Specify factors to consider in buying food economically.	Participate in brainstorming session to identify other factors related to economical buying. Include the following: 1. Equipment required in preparation 2. Amount of waste 3. Amount of nutrients supplied by the food 4. Time, energy, and further expense in preparing the food.	
	Investigate newly developing methods in color coding and participate in developing a chart which explains the methods.	Library research.
Specify reasons for preserving foods.	Read selected reference and discuss values of preserving food for future use.	Cronan and Atwood, Foods in Homemaking, rev. ed. pp. 112-117, 524.
	Survey homemakers to determine amount of, type, and why preservation is done in their homes. Report to class.	
	List abundant food supply in your area used throughout the year which may be preserved.	

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing for family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe method to conserve and preserve foods.	View selected filmstrips and list the appropriate method to conserve and preserve selected foods.	Filmstrips: Ball Brothers Jellies, Beans, Pickles, and Tomatoes.
	Study bulletins and preserve a food as a project at home.	Bulletin: Kerr Field Services, Ten Short Lessons in Canning and Freezing.
		Bulletin: Clemson Univ. Ext. Service, Home Canning of Fruits and Vegetables, No. 189.
		Bulletin: Clemson Univ. Ext. Service, Freezing Foods at Home, No. 188.
	Participate in discussion identifying types of food preservation and underlying principles.	
	View demonstration of peeling, paring, coring, stemming, and washing foods to conserve nutrients. Write the procedure and discuss.	
	Study references and write methods for food preservation, such as: 1. Freezing 2. Making jelly 3. Pickling 4. Others	McDermott, et al., Food for Modern Living, pp. 488-517. Shank, et al., Guide to Modern Meals, 2nd ed., pp. 405-424.

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing for family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View filmstrips and write steps for making jelly.	Filmstrip: General Foods Corp., Jelly Jewels.
Discuss factors in the cost of home preserved foods.	Given a class assignment, preserve the food through a classroom demonstration. Compute the cost of the product preserved. Compare with a comparable commercial product. Summarize conclusions.	Fresh food and commercial product.
Differentiate methods to use in canning fruits and vegetables.	Apply principles of food preservation in preparation of a product to be used later in the laboratory: 1. Frozen fruit or vegetable 2. Canned fruit 3. Others	Available food product.
	View filmstrip and summarize main points.	Filmstrip: Sara Lee Co., From the Ice Age to the Frozen Food Age.
Describe methods of preparing selected foods for freezer stroage.	Make a study of freezer use and care booklets and publications on foods suitable for freezing.	Booklets: Appliance for freezer and/or refrigerator.
	View filmstrip and summarize techniques presented.	Filmstrip: Cornell Univ. Film Library, Freeze with Ease. or Dow Chemical Co., Focus on Home Freezing.
	View student demonstration on preparing and packaging a frozen food that will be used in a later laboratory lesson.	Available vegetables or fruits.

CONCEPTS: Management of Family Resources

OVERALL OBJECTIVES: Demonstrate comprehension of family resource management in providing for family food needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read pamphlet to learn how to prepare meals quickly from foods in the freezer.	Pamphlet: Clemson Univ. Ext. Service, Meals in Minutes from your Freezer, circular #488.
State criteria for deciding whether or not to can food products.	Develop criteria for decision-making in regard to conservation and preservation. Include: 1. Availability of equipment 2. Seasonal in abundance 3. Cost of products to be prepared 4. Time and energy capabilities of person involved 5. Size of family 6. Interpersonal relations of family members 7. Family tradition and custom 8. Opportunities for creativity 9. Others	
	Investigate and report on newly developed methods of food processing, such as space age foods, food irradiation, and others. Report findings to class. Review suggested reference.	Medved, The World of Food, The World of Food, pp. 2-9. Library resources.

CONCEPTS: Food Patterns and Customs

OVERALL OBJECTIVES: Show comprehension of the significance of social, cultural and psychological influences on family food patterns and preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Interpret regional and cultural differences that contribute to our American food heritage.	Cite several countries and recall regional dish for which is noted.	Cote, People, Food, and Science, pp. 426-492.
	Participate in a brainstorming session and list foods which have been adopted from other cultures. Identify the national origin of the foods.	
	Discuss specialties of the local region.	Community cook books.
	Look up origin of a food and relate information to class.	
Summarize characteristics of food services from several countries.	Study restaurant menus. Make a list of foreign terms that are frequently used. Study their meanings and origins.	
	Visit a restaurant which specializes in a food or service unique to a country or area. Note items of interest related to foods served.	
	Find pictures of foreign foods. Make a bulletin board "Around the World with Foods."	Bulletin board display.
	Select dishes featuring a particular culture such as: 1. Chinese 2. Scandinavian 3. Others	Favorite Recipes of Home Economics Teachers - Foreign Foods.
	Plan a menu featuring a foreign dish. Prepare and serve food. Evaluate.	

CONCEPTS: Food Patterns and Customs

OVERALL OBJECTIVES: Show comprehension of the significance of social, cultural and psychological influences on family food patterns and preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Prepare a foreign dish for your family and report their comments to the class.	
Explain the use of food to promote interpersonal sociability.	Recall personal experiences in circular response of improved family relationships when guests are invited to a meal.	
	Discuss ways of showing socialization through friendliness with food: 1. Welcoming new neighbors 2. Entertaining clients 3. Extending compassion to the family of the deceased 4. Sharing snack time 5. Celebration of holidays and special occasions 6. Others	
	Participate in a buzz session to share ways that families used food to develop better relationships within and outside the family.	
	Cite examples of non-verbal forms of communication through the use of foods and discuss: 1. Children identifying certain foods with parties or other pleasant experiences 2. Lonely people undereating or overeating due to depression and boredom 3. Others	
	Plan menus suitable for entertaining: 1. Tray meals or snacks	Cronan and Atwood, Foods in Homemaking, rev. ed. pp. 307-333.

CONCEPTS: Food Patterns and Customs

OVERALL OBJECTIVES: Show comprehension of the significance of social, cultural and psychological influences on family food patterns and preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	2. Cook-outs 3. Family reunions 4. Picnics 5. Afternoon teas 6. Morning coffees 7. Others Prepare and serve one of the menus planned. Evaluate how successful the meals were for developing social relations. Prepare for guests at home one of the planned menus.	
Interpret relationship between the nutritional status of the people of a nation and that nation's development.	Read handout "The World in Miniature" to visualize world food supply.	State Guide: Arkansas Foods and Nutrition Guide, 1969. p. 187.
	Research and refer to handout chart on correlation between population and food production in various regions of the world. View film and discuss.	State Guide: Arkansas Foods and Nutrition Guide, 1969. p. 308. Film: S. C. State Board of Health, Film Library, Food for Life.
Describe reasons people suffer from hunger and malnutrition.	List reasons people suffer from hunger and malnutrition. 1. Poor appetite 2. Insufficient food 3. Unwise selection of food	

CONCEPTS: Food Patterns and Customs

OVERALL OBJECTIVES: Show comprehension of the significance of social, cultural and psychological influences on family food patterns and preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	4. Traditions and customs 5. Emotional upsets 6. Others	
	Read and discuss how poor nutrition can affect health.	Cote, People, Food, and Science. pp. 35-40. Harris and Withers. Your Foods Book, pp. 86-87.
	View pictures of undernourished children.	Pictures: Collected from church literature, etc.
	Participate in locating and displaying current news items dealing with world food problems.	
Explain the relationship between diet and selected diseases.	Investigate current information on the relationship between nutrition and a body disorder and report to class using charts or illustrations. Examples: 1. Anemia 2. Diet and heart disease 3. Diet and kidney disease 4. Vitamin deficiency conditions 5. Protein and/or calorie deficiency conditions: a. Kwaskiorkor b. Marasmus 6. Diabetics 7. Diet and obesity	Clippings: Newspaper and magazines. Library resources.

CONCEPTS: Food Patterns and Customs

OVERALL OBJECTIVES: Show comprehension of the significance of social, cultural and psychological influences on family food patterns and preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Do the following: Imagine that you are Jane or John Doe who graduated from college last spring and are on your way to Nigeria or some other region as members of the Peace Corps. Study the problems of nutrition in the country and make proposals for bringing about change to improve the nutrition of the people.	
	Listen to a consultant in the agricultural field for discussion of trends in world food production.	Consultants: County Agents, Agriculture Teachers, Agri-Business People.
Describe how food fads and fallacies are influenced by past experience and current media.	Read and collect statements of food fads and fallacies.	Pamphlet: Food Facts vs Food Fallacies. Food and Drug Administration. Craig, Thresholds to Adult Living, 1969. pp. 103, 108, 110.
	Make a list of fallacies you recall having heard. Examples of food fads and fallacies: 1. Garlic can reduce high blood pressure. 2. Fish is a brain food. 3. Fish and milk should not be eaten together. 4. Grapefruit burns up fat. 5. Other.	
	Examine magazine articles and advertisements for ideas related to fads and fallacies.	

CONCEPTS: Food Patterns and Customs

OVERALL OBJECTIVES: Show comprehension of the significance of social, cultural and psychological influences on family food patterns and preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Develop a bulletin board around current teenage food fads.	Bulletin board.
	Respond to questionnaire on food fads. Discuss answers.	State Guide: Arizona Curriculum Guide in Foods and Nutrition, 1967, p. 264; Handout: Which of These Ideas about Food are True?
	Examine food fallacies in light of scientific facts and evaluate findings.	Harris and Withers, Your Foods Book, pp. 90-92.
	Take a pre-test to determine present knowledge of nutrition.	Periodical: Let's See What We Know about Nutrition. Illinois Teacher, XIV, 6-16.
	Review basic nutritional principles.	
	View the film: Food, the Color of Life. Summarize.	S. C. State Board of Health Film Library, Food, the Color of Life.
	Observe a bulletin board: "You Are What You Eat."	Gray, Ava A., et al., Arkansas Foods and Nutrition Guide for Teachers of Home Economics, 1969. p. 102.
	Read and study basic nutrition principles and food needs of family members.	McDermott, et al., Food for Modern Living, pp. 202-215.

CONCEPTS: Food Patterns and Customs

OVERALL OBJECTIVES: Show comprehension of the significance of social, cultural and psychological influences on family food patterns and preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Cronan and Atwood, Foods in Homemaking, rev. ed., pp. 275-285.
	Sort food models or pictures according to food groups or nutrients.	Food models or pictures of food.
Identify the factors that affect food needs.	Discuss variations in family members' nutritional needs. List factors which affect nutritional needs such as: age, sex, and activity.	
	Listen to a doctor or nurse speak to the class about nutritional needs during pregnancy.	Resource person.
Modify a family menu to meet special dietary needs.	Participate in buzz group to plan variations in a basic menu for the following: 1. An elderly person 2. A young child 3. A pregnant woman 4. An obese person 5. An underweight person	
	Evaluate present methods being used for weight control, using magazine articles, newspaper clippings, and pamphlets.	Pamphlet: A Girl and Her Figure, National Dairy Council.
	Discuss results of present eating habits which affect future conditions such as: motherhood, resistance to disease, and aging.	

CONCEPTS: Food Patterns and Customs

OVERALL OBJECTIVES: Show comprehension of the significance of social, cultural and psychological influences on family food patterns and preparation.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Plan and evaluate menus for a selected number of days for the following: 1. Expectant mother 2. Overweight teenage girl 3. High school athlete 4. Retired farmer 5. Male bookkeeper 6. Underweight six-year-old boy	Shank, et al., Guide to Modern Meals, pp. 22, 31-33.

CONCEPTS: Technology and Consumer Choices

OVERALL OBJECTIVES: Show comprehension of the significance of food production and related technology to consumer food choice.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe factors in food production and the influence upon family food choices.	Consider that many of the foods on the market today would not have been possible if it had not been for the development of food processing.	
	Select one canned, frozen or dried food. Identify all the phases of its production (from planting, harvesting, storage, processing, transporting, marketing, purchasing, and preparation by the homemaker). Share information with class.	Library resources.
	Participate in class trip to a food processing plant. Observe processing and sanitation techniques. Write an evaluation of the trip and discuss in class.	Trip.
	Visualize the changes in food production in the year 2000. Discuss with class members. Read selected reference.	Medved, The World of Food, pp. 2-9.
Define convenience foods.	Clarify the meaning of convenience foods after reading selected reference.	White, Food and Your Future, pp. 325-326.
Describe various kinds of convenience foods.	Cite examples of convenience foods which have been with us for a long time.	
	List common convenience foods used by families today.	
	Establish and write criteria for evaluating convenience foods; include: 1. Nutrients provided 2. Suitability to taste 3. Cost within budget 4. Others	

CONCEPTS: Technology and Consumer Choices

OVERALL OBJECTIVES: Show comprehension of the significance of food production and related technology to consumer food choice.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe advantages and disadvantages of convenience foods.	List advantages and disadvantages of convenience foods (example: advantage--available year round; disadvantage--no variety, monotonous). Participate in brainstorming to identify types of convenience foods and places or establishments (hospitals, schools, processing plants, business firms) which offer convenience foods for sale. List reasons that individuals patronize these establishments.	
Identify space foods that are on the market.	Recall foods which have been especially prepared for space flights. Participate in a discussion of the following: 1. Special preparation for space flight foods 2. Typical meal given to our astronauts 3. Food adjustments of aquanauts	Library resources.
	Read available references on space age foods.	Medved, The World of Food, pp. 4-6.
	Investigate, if interested, for further information on foods of the future.	Library resources.
Describe synthetic foods.	Read selected references or survey supermarket for information on synthetic foods, such as: 1. Cool-Whip 2. Orange drinks 3. Bacos 4. Synthetic milks	Library resources. Supermarket.
	View display of either samples or labels of synthetic foods. Taste samples of foods and evaluate taste. Give reasons for answers.	Display: Actual samples or labels of synthetic foods.

CONCEPTS: Technology and Consumer Choices

OVERALL OBJECTIVES: Show comprehension of the significance of food production and related technology to consumer food choice.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Use comparison cards and contrast the nutritive values and costs of synthetic and common foods.	Comparison Cards, National Dairy Council.
Cite reasons for addition of additives to food.	Listen to the reading of Biblical passages related to preparation of Jesus' body for burial. Recall reasons for Columbus' exploration which led to the discovery of America.	Bible.
	Collect labels from foods to identify various types of food additives. (Examples: loaf bread, box of salt, box of confectioners' sugar, box of gelatin dessert). Explain why the additives are used.	
	Use selected references to distinguish between natural and chemical additives.	Cote, People, Food, and Science, pp. 326-330.
Describe additives that are common to food items.	Locate foods with different types of additives and arrange exhibit according to the following: 1. Color additives 2. Flavoring agents 3. Acids, buffers, alkalies, and neutralizing agents 4. Maturing and bleaching agents 5. Emulsifiers, stablizers, and thickeners 6. Non-nutritive sweetners 7. Others	Booklet: Manufacturing Chemists Association, Inc., Food Additives--What They Are, How They Are Used.
	Participate in the preparation of a flip chart using label or boxes from food products. Devote space to each group additive.	Flip chart.

CONCEPTS: Technology and Consumer Choices

OVERALL OBJECTIVES: Show comprehension of the significance of food production and related technology to consumer food choice.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Explain provisions of laws concerning food additives.	Read and discuss governmental controls that have been established in the use of additives.	Harris and Withers. Your Foods Book, pp. 172-176.
Discuss the contribution of food additives to the overall food supply.	Write conclusions how certain food additives aid in management of the supply of food in a variety of ways, such as: 1. Enhancing flavor and color 2. Improving keeping quality 3. Improving preservation and packaging 4. Others	
Develop criteria for appraising advertising.	Read selected references and discuss various forms of advertising.	Cronan and Atwood, Foods in Homemaking, rev. ed. pp. 215-216.
	View television commercials and report to class on current food ads and references to food nutrients.	
	Collect and study food advertisements from magazines, papers, etc. Cross out words that give no consumer information. Underline significant information.	Advertisement collection.
Describe ways advertising influences consumer choices.	Examine a display of two similar food items, one attractively packaged, and the other not attractively packaged. Discuss influences of color, pictures, design, etc. on consumer choices.	Food packages: 1. Attractive 2. Unattractive
	Refer to references and discuss pointers which cause one to buy. Participate in group discussion on the influence of advertising on the family.	Packard, Hidden Persuaders.

CONCEPTS: Technology and Consumer Choices

OVERALL OBJECTIVES: Show comprehension of the significance of food production and related technology to consumer food choice.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe effects packaging has on consumer choices.	Read suggested reference to identify reasons for packaging food.	McDermott, et al., Food for Modern Living, p. 42.
	Participate in a discussion how packaging affects convenience, attractiveness, economy, and safety of foods.	
	List and discuss advantages and disadvantages of buying packaged or bulk food.	
	Itemize conveniences and inconveniences of packaging.	
Describe effects labeling has on consumer choices.	View a display of canned goods or boxed products with the labels covered. Identify the contents in containers, if possible.	Display: canned goods and boxed products.
	Participate in designing a label for a food product. Compare with commercial label.	Collection of commercial labels.
	Read and answer prepared questionnaire on suggested reference.	Pamphlet: National Canners Association, It's On the Label.
	List information that labels furnish.	Harris and Withers, Your Foods Book, pp. 177-181.
	Investigate responsibility of industry to label foods so that misconceptions do not develop. Example: milk substitutes. (The amount and quality of protein, minerals, and vitamins do not compare favorable with milk.)	Library resources.
	Listen to supermarket manager's explanation of techniques of displaying packaged and labeled products.	Outside speaker.

CONCEPTS: Technology and Consumer Choices

OVERALL OBJECTIVES: Show comprehension of the significance of food production and related technology to consumer food choice.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	List the effects on the consumer.	
Describe protective food information available to the consumer.	Display a picture or plate of food. List procedures taken to insure that these foods are safe.	Picture or plate of food.
	Look up the laws in your community that relate to the control of sanitary conditions of food.	Cronan and Atwood, Foods in Homemaking, rev. ed., pp. 84-85.
	Study suggested pamphlet and evaluate.	Pamphlet: National Canners Association, It's on the Label.
List areas in relation to foods for which there are regulatory laws.	Prepare an assigned class report on laws regulating food: 1. Sanitation 2. Weights and measures 3. Containers 4. Inspection 5. Grading 6. Labeling 7. Shipping 8. Standards 9. Workers 10. Imitation 11. Preservatives 12. Coloring 13. Flavoring 14. Additives Listen and summarize other student assigned reports.	
	Read mimeographed material.	Supplementary materials: Food-Borne Illnesses, Food Poisoning Chart, Florida-Food Nutrition Guide, pp. 49-50.
	Make a study of government action taken when food is falsely labeled and of action taken when food does not meet safety standards.	

CONCEPTS: Technology and Consumer Choices

OVERALL OBJECTIVES: Show comprehension of the significance of food production and related technology to consumer food choice.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Research and report on laws governing food handling: 1. The Federal Food, Drug and Cosmetic Act. 2. Meat Inspection Act 3. Poultry Products Inspection Act 4. Milk Ordinance Laws and Act 5. Government Food Stamp Regulations	McDermott, et al., Food for Modern Living, pp. 30-41. Cote, People, Food, and Science, pp. 377-379. County Health Department.
	Examine a display of labels, tags, wrappers, and markings such as meat and egg stamps found on foods which are designed to protect the consumer.	Shank, et al., Guide to Modern Meals, pp. 84-86. McDermott, et al., Food for Modern Living, pp. 31-41.
	Select a food and report on laws connected with the food.	Commercial canned food.
	Show several grades of a food item. Compare for quality and decide what use could be made of each.	
	Listen to a taped interview of representative speak on local, state, and federal agencies which regulate the food supply in the county and state.	Resource person.
	Answer objective test questions covering the laws.	
Describe reliable sources of information related to food purchasing.	Participate in panel discussion based on readings of the influence of advertising on family food habits.	Cronan and Atwood, Foods in Homemaking, rev. ed., p. 215.
	Observe advertisements on television and analyze for possible effects on consumer.	Observation: television commercials.

CONCEPTS: Technology and Consumer Choices

OVERALL OBJECTIVES: Show comprehension of the significance of food production and related technology to consumer food choice.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Analyze and discuss an appealing food advertisement from a magazine, newspaper or advertising brochure.	Magazines, newspapers, advertising brochures.
	Participate in a committee report on agencies that act to protect food and furnish information about food: 1. U.S. Department of Agriculture 2. Food and Drug Administration of the U.S. Department of Health, Education, and Welfare 3. Council of Foods and Nutrition of the American Medical Association 4. U. S. Public Health Service 5. Federal Trade Commission 6. Trade Associations: a. Poultry and Egg National Board b. American Meat Institute c. National Livestock and Meat Board d. American Dairy Association e. United Fresh Fruits and Vegetable Council f. Others 7. State, county and local hospitals, Social Welfare Departments, School Food Service.	Cote, People, Food, and Science, pp. 377-379. Library resources.

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Specify nutrients needed by the body.	Read selected references to define: 1. nutrition 2. nutrients	Cote, People, Food, and Science, p. 93. Cronan and Atwood, Foods in Homemaking, rev. ed. p. 146.
	Choose one nutrient: research and compile information on a flip chart which shows the classification of nutrients, their functions, and examples of sources.	Nutrition and comparative charts.
	Plan and play a selected nutrition game.	Games: Illinois Teacher, XIV, pp. 19-28.
	Participate in the construction of a display for a review of nutrients. (Find a picture of a pretty girl; post on bulletin board; attach a string from each nutrient to different parts of the body affected by the nutrient.)	Picture.
	Listen to selected story and summarize in one sentence stated through circular response.	Handout: "The Diary of a School Girl's Stomach." Arkansas Food and Nutrition Guide. p. 187.
	Recall "basic foods" needed by the body in order to select and/or plan nutritious meals.	Chart: FDA, Basic Food Chart.
	List practices on overhead projector which are very important in shopping for low-cost meals. (Example: shop for a week's supply of food using planned menus.)	Cross, Enjoying Family Living. p. 226.

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Plan and serve nutritious, low cost meals.	Recall any food assistance program that exists and relate this to planning low cost family meals. Plan, prepare and serve various types of meals: 1. Meat extender 2. Meat substitute 3. Oven meal 4. One-dish meal 5. Others	
	Plan other meals necessary for the day. Evaluate menus according to daily requirements. Use supplementary material to evaluate or develop a score sheet. Consider variety, color, texture, food value, and flavor.	Handout: "Considerations in Planning Meals and Serving Foods," Arkansas Food and Nutrition Guide. p. 113.
Describe ways to enhance the appeal of low cost meals.	View selected filmstrip and summarize foods which may be used for garnishes.	Filmstrip: Ekco Housewares Co., All about Garnishes.
	Observe a teacher demonstration and prepare: 1. Carrot curls 2. Radish roses 3. Celery flowers 4. Other garnishes	
	Participate in preparation of a bulletin board which shows attractively garnished foods.	Bulletin board.
	Participate in brainstorming session to recall ways the family makes use of leftovers.	
Explain factors involved in planning meals for two.	Participate in a discussion of problems involved in planning and preparing food for two. Include:	

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	1. Foods that are difficult to prepare in small amounts (pastries, roasts) 2. Use of leftovers 3. Probability of waste 4. Shopping, because of quantity of certain foods 5. Use of recipes, since they are usually written for a larger number of people 6. Others	
	Plan a menu; select and adapt recipes and plan market order for seven days' food supply.	
	Make a list of staple items a young couple will have to buy. Figure the approximate cost.	
	Use food available to develop an appetizing dish (casserole, salads, sandwiches) to serve two people. Example: ham and/or roast.	Leftover foods.
	View, sample, and discuss taste and appetite appeal of dishes prepared. Evaluate by standards agreed on before the meal was prepared.	Individual paper plates and plastic spoons for tasting.
Explain why and how guest meals express hospitality and build relationships.	Participate in a discussion of reasons for serving guest meals: 1. Gives opportunity for providing fellowship and hospitality 2. Enables family members to develop and express graciousness 3. Affords hostess outlets for creativity and individuality 4. Fosters and encourages use of leisure time in building and strengthening friendships	

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	5. Others Recall characteristics of guest meals your family has served. Include the following: 1. Special menus and particular foods 2. Fancy and unusual decorations 3. Touches of glamour in food and appointments 4. Creation of a receptive atmosphere through care in arranging furnishings 5. Others	
Specify resources available in providing family food needs.	List resources available for personal and family food needs. Include: 1. Ability in food preparation 2. Creative ability in planning 3. Time and energy 4. Income 5. Understanding of nutritional needs 6. Ability to use management principles and equipment Review general principles for quantity service: 1. Decide size of servings 2. Some recipes can be doubled, quadrupled, etc. 3. Never multiply a cake recipe 4. Seek quantity recipes 5. Spices have a cumulative effect; do not double all seasonings Participate in planning and preparing a cookout for guests. Use buffet meal service.	Harris and Withers, Your Foods Book, pp. 286-290.

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Summarize ways of making use of resources in planning and preparing foods.	
	Read selected reference to list procedures of preparation for various types of bread.	Shank, et al., Guide to Modern Meals, 2nd ed. pp. 308-316.
Describe the principles of cereal cookery.	Observe display of bread and cereal products. (rolls, rice, pasta). Classify by form, origin and nutritive value.	Display: Cereal products.
	Study cross-section drawing of a kernel of wheat. Determine where various nutrients are found.	Cronan and Atwood, Foods, in Homemaking, rev. ed. pp. 380-383.
Practice basic cooking principles related to cereals.	Participate by groups in the various methods of cereal cookery. (rice, oatmeal, macaroni, others). Compare products with group. Evaluate by class established criteria.	
Describe casserole dishes, including basic ingredients.	Identify important ingredients of casserole dishes. Determine the proportion of protein necessary to meet requirements for a main dish.	Library resources.
	View a demonstration of the preparation of a casserole. Summarize by answering questions in a "Suprise Box."	Resource person: local home economist.
	Prepare casseroles or puddings making use of cereal cooked. Evaluate success of products by pre-determined criteria.	

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View demonstration on preparation of a variety of quick bread. (muffins, biscuits, popovers, other). List steps of procedure for quick bread.	Shank, et al., Guide to Modern Meals, 2nd ed., pp. 308-316.
	Work in groups and prepare an assigned variety of quick breads.	
	Taste breads and evaluate results by pre-developed list of criteria.	
	Read selected reference on yeast breads and discuss.	Shank, et al., Guide to Modern Meals, 2nd ed., pp. 317-324.
Evaluate quality in yeast breads.	View demonstration on making of yeast breads. Participate in a group discussion to set up criteria for judging quality of yeast breads.	
	Prepare yeast breads as an extended home or laboratory experience.	
Describe forms of bread available in the market.	Identify kinds of breads and mixes on the market such as: frozen, canned, partially baked. Discuss use of products. Study cost and satisfactions gained.	
	Work with partner to complete the preparation of a commercially prepared bread. Score product using criteria.	
Describe principles of making pastry.	Identify ingredients used in pastry making. Determine uses of pastry.	

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read selected reference and study methods of making pastry. Identify principles involved.	Shank, et al., Guide to Modern Meals, 2nd ed., pp. 349-356.
	Determine standards for pastry.	
	View demonstration of methods of measuring, mixing, and rolling out pastry.	
Differentiate among the various types of pies.	Develop a collage of pictures illustrating various types of pies (fruit, chiffon, cream, custard, cobbler, others). Label each pie and identify unique characteristics.	
	Participate in a discussion on toppings for pies, (meringue, whipped cream, pastry, others).	
	Observe demonstration on fillings and toppings and write summary of demonstration.	
	Working with a partner, plan and carry out laboratory experience in pie making.	
	Compare pies made in laboratory with commercially baked pies and evaluate by class developed criteria.	
Explain basic principles related to sugar cookery.	Read selected reference and discuss principles of sugar cookery.	Shank, et al., Guide to Modern Meals, 2nd ed., pp. 399-405.
	Use illustrated types of candies in pictures to classify kinds of candies.	

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Identify chief nutrient in candy and list ingredients frequently used in homemade candies.	
Apply basic principles related to sugar cookery.	Observe demonstration of the making of candy. Work with a partner to plan and carry out laboratory experience in making candy. Evaluate product tasted by pre-developed criteria.	
	Participate in a discussion on the significance of cakes.	
	Study selected reference on cake making.	Shank, et al., Guide to Modern Meals, 2nd ed., pp. 333-334.
Analyze processes of cake and cookie preparation.	View demonstration on the conventional method for mixing a butter cake. Summarize procedure by writing a recipe.	
	Participate in a discussion of the principles involved in making angel food and other sponge cakes.	
Identify probable causes for cake failure.	List possible causes of cake failures after a teacher-led discussion.	Medved, The World of Food, pp. 323-324, 334.
Practice preparation of cakes and cookies.	Working with partners, plan and carry out laboratory experiences in making an assigned variety of cakes using different pans, fillings, frostings or toppings.	
	Score cake products prepared by pre-developed score chart. Share results with class through tasting and discussing.	

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Observe a demonstration on cake decorating.	Cake decorator.
	Read selected reference and discuss various type cookies.	Shank, et al., Guide to Modern Meals, 2nd ed., pp. 345-348.
	Given an assortment of cookies, arrange in categories by types.	Cookies.
	Participate in a laboratory session and make an assigned type cookie. Sample and evaluate product, sharing results with class.	
Specify ingredients that add important nutritive value to cookies.	Discuss ingredients which add important nutritive value to cookies.	
	Demonstrate ways cookies may be packaged and stored for future use.	
	Observe in local food store to determine the great variety of cookies displayed. Report on observation ideas to class. Compare the cost of a cookie seen in the local store and a similar homemake cookie by computing the cost of ingredients in a recipe. (Example: chocolate chip, oatmeal, others).	
Identify nutrients common to salads.	Read selected reference and participate in a discussion of the nutrients that may be included in a salad.	Shank, et al., Guide to Modern Meals, 2nd ed., pp. 379-388.
	Develop a bulletin board to illustrate ways salads may be used in a meal.	

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View suggested filmstrip and discuss the aesthetic aspects and appeal of salads.	Filmstrip: The Art of Salad Making, Libby McNeill, Libby.
Identify a variety of salad greens.	Observe a display of arrangement of salad greens available and label. Discuss how to use and store.	
	Observe a demonstration in making gelatin salad. Read and study selected references on gelatin and its uses.	Shank, et al., Guide to Modern Meals, 2nd ed., p. 277. Medved, The World of Food, pp. 201-202.
	Record for a period of one week the various methods you observed for foods to be served on a relish tray. (Pickles, celery, carrots, others).	
	View and discuss selected filmstrip.	Filmstrip: Song of the Salad. H. J. Heinz.
	Read selected references on salad making.	McDermott, et al., Foods for Modern Living, pp. 328-337. Cronan and Atwood, Foods in Homemaking, rev. ed., pp. 472-480.
Describe criteria for judging quality of salads.	Observe student demonstrations on methods of making salads. (Tossed, congealed, fruit, vegetables, others). Summarize procedures and considerations in a notebook on salads.	
	Determine standards for salads.	

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Working with a partner, plan and carry out a laboratory experience in making a salad. Evaluate results by established class criteria. Share learning with class.	
	Read selected references as a base for a discussion on salad dressings and their purposes.	Cronan and Atwood, Foods in Homemaking, rev. ed., pp. 503-505. Shank, et al., Guide to Modern Meals, 2nd ed., pp. 384-388, 504-504.
	State type dressings made in the home.	
	Read suggested reference on vegetable cookery.	Cronan and Atwood, Foods in Homemaking, rev. ed., pp.463-471.
	Visit a supermarket and list all displayed local and exotic fresh vegetables. Suggest a use or dish for each vegetable.	
Summarize basic principles of vegetable cookery.	Observe an illustrated teacher lecture and summarize basic principles of vegetable preparation.	
	Read chosen references to study nutritive and caloric values of vegetables.	Shank, et al., Guide to Modern Meals, 2nd ed., pp. 538-541. Medved, The World of Food, pp. 233, 238-239.

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Working with a partner, plan and prepare a vegetable plate.	
	Using the letters of the alphabet, recall and list the vegetable of every letter possible.	
	Participate in a brainstorming session to name various kinds of fruits available.	
	Complete a chart to compare cost of a serving of one fruit in different forms. (Canned, frozen, dried, and fresh).	
	Develop a bulletin board to illustrate the variety of ways fruit may be used in a meal.	Bulletin board.
Explain how to prevent fruit from turning dark after paring.	Peel an apple, observe and discuss what happens to the apple. Identify ways to prevent fruit from turning dark after paring.	Apple.
Describe multiple ways of serving fruits.	View demonstration on the use of one fruit in a variety of dishes such as: 1. Baked apple 2. Apple sauce 3. Stewed apple 4. Brown Betty 5. Apple juice State observations and conclusions regarding the fruit.	Apples.
	Practice in the laboratory or at home, one of the methods of cooking apples.	

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe ways of mixing dry milk for drinking.	Participate in helping display many forms of milk and milk products. (Whole fluid, homogenized, two percent non-fat dry, evaporated). Compare prices.	Milk display.
	Respond to student reports on forms of milk by completing a chart which list a suggestion for use of milk forms.	Library references.
	Recall daily requirements of milk.	
	Participate in brainstorming session for ways to get milk in the diet without drinking it.	
	Taste samples of milk (from three unmarked pitchers) containing the following milk: 1. Whole milk 2. Half skimmed and half dried 3. Half whole and half skimmed Determine the kind of milk samples. Figure differences in cost of each for a family of six for a specified number of days.	Shank, et al., Guide to Modern Meals, 2nd ed., pp. 225-232.
	Read selected references to list principles of milk cookery.	Selected references.
	Working with a partner, plan and prepare hot chocolate using different types of milk. Taste and write comparisons.	
	View demonstrations of quick milk snacks using blender.	

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Report problems encountered in preparing milk dishes. (Examples: scorching, curdling).	
	Identify types of cheese and countires noted for each cheese.	Shank, et al., Guide to Modern Meals, 2nd ed. pp. 247-257.
	Taste a variety of cheese. (May serve assorted crackers with the cheese).	Cheese and crackers.
	Prepare an exhibit of various cheese wrappers. Label wrappers and discuss types and functions of cheese.	Cheese wrappers.
	Share ideas of how family uses cheese.	
	Work in pairs to plan and prepare a complete menu using cheese as a main dish. Evaluate by class developed criteria.	
Describe principles of cheese cookery.	Observe heating cheese at a high temperature. Give one characteristic noted.	
	View selected film on cheese and list three helpful ideas gained.	Film: Romance of Cheese. Modern Talking Pictures.
	Write conclusions about types of cheese to use for different purposes.	
	Create a bulletin board entitled: "The Egg and I." Identify parts and label each as to nutritive value.	Shank, et al., Guide to Modern Meals, 2nd ed. pp. 234-236.
	List use of eggs in meals.	

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Evaluate a broken egg for degree of freshness.	Study charts which show the grades of eggs.	Charts.
	Determine the size and grades of eggs which could be: hard cooked, used for pancakes, cakes, others.	
State principles of egg cookery.	Write principles of egg cookery.	
	Assist in setting up display of utensils used in egg cookery. (Examples: poaching pan, omelet pan, egg cups, electric cooker, others).	Utensils.
Demonstrate breaking an egg.	View demonstration on how to break an egg.	Egg and bowls.
Cook eggs by two different methods.	Working with a partner, plan and present assigned demonstrations on methods of cooking eggs. (Examples: hard cooked, scrambled, fried, poached, others). Compare eggs for tenderness. Observe other student demonstrations.	Eggs.
	View a demonstration of cooking two eggs in the shell. (Place one in rapidly boiling water and boil for ten minutes. Place other egg in water just below the boiling point and cook for 10 minutes.) Compare eggs for tenderness and appearance.	Eggs.
List the sources of meat.	Participate in brainstorming session to list sources of meat.	
	Read assigned reference on meats. Report to class. Respond to student reports.	Shank, et al., Guide to Modern Meals, 2nd ed. pp. 261-278.

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify nutrients in meat cuts.	Observe classroom display of cuts of meat. Read references to identify nutritive value and use of the cuts.	Cuts of meat. Library resource.
	View and discuss selected filmstrip.	Filmstrip: How to Buy Meats. Swift and Company.
	Plan a week's menu utilizing less expensive cuts of meat and methods best suited for cooking them.	
	View tools used in meat cookery and listen to an explanation of their use: 1. Meat thermometer 2. Carving knife 3. Electric knife 4. Knife sharpener 5. Others Summarize operating instructions and list precautions to observe.	Meat thermometer, carving knife, electric knife, knife sharpener, others.
Determine cooking methods suited to selected cuts of meat.	List on chalkboard methods of cooking meat and give an example of each.	
	Recall principles of protein cookery.	
	View a demonstration of the preparation of roasts using two methods: 1. Dry heat 2. Moist heat Compare the two types of cooking. Discuss.	Roasts.

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Develop a collage of pictures illustrating the variety of ways chicken lends itself to being cooked.	
	View a demonstration of two methods of frying chicken and of making gravy. Serve with hot breads.	Chicken and hot bread.
	Participate in pairs to demonstrate the preparation of assigned meats other than roasts. (Example: fish, poultry, others). List procedure for preparation from other demonstrations.	Fish, poultry and meat.
Describe how to determine doneness of meats.	Study selected references dealing with effects of improperly handled and cooked meats.	Selected references.
	Answer question: Why is it that beef may be cooked to various stages of doneness but pork and poultry must be cooked to the well done stage?	
	Take a pre-test on manners and etiquette.	Pre-test.
Describe conventional manners and etiquette for given situations.	Listen to short story for the basis for manners.	Short story: Byrd, "Rewards of a Gracious Heart," Arkansas Food and Nutrition Guide. p. 319.
	Define manners and etiquette.	Vanderbilt, New Complete Book of Etiquette.
	Read selected reference to study acceptable table manners.	Shank, et al., Guide to Modern Meals, pp. 131-133.

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View selected filmstrip on table manners and discuss ideas gained.	Filmstrip: The Melamine Company, Table Modes and Manners.
	Read and participate in a skit showing acceptable manners for eating food such as: 1. Corn on cob 2. Olives 3. Spaghetti 4. Pizza 5. Others	Cronan and Atwood, Foods in Homemaking, rev. ed. pp. 269-270.
	Role play correct manners and etiquette for situations 1. Eating in public 2. Attending a tea 3. Eating with your date 4. Attending a banquet 5. Others	Role play.
Demonstrate different types of table service.	Read chosen reference and list different types of family meal service.	Cronan and Atwood, Foods in Homemaking, rev. ed. pp.260-266.
	Prepare a bulletin board of attractive table settings. Consider these ways of simplifying meal service: 1. Serving plates in kitchen 2. Serving buffet style 3. Serving individual trays	Bulletin board.
	View a display of table mats, tablecloths and napkins from local stores.	Borrowed display: Table mats. Tablecloth. Napkins.

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Participate in the construction of attractive table mats and napkins.	
	Express creativity by using South Carolina resources and materials on hand to create table centerpieces. Examples: 1. Fruits 2. Vegetables 3. Wheat 4. Weeds 5. Gourds 6. Acorns 7. Sea shells 8. Rocks 9. Driftwood 10. Flowers 11. Leaves 12. Berries 13. Pine cones	
	Practice correct placement of tableware for a specific meal, using a selected menu. Evaluate the procedures by class developed criteria.	Tableware needed for chosen meal.
	State rules for seating guests at dinner.	Cronan and Atwood, Foods in Homemaking, rev. ed. pp. 266-267.
	Plan and prepare a tea for faculty. Apply principles of etiquette learned.	
	Summarize helpful ideas gained by giving the tea.	
Describe food customs and their origins characteristic of various regions of the United States.	Design a bulletin board: "What's Cooking in Your Neighbor's Pot?"	Bulletin board.

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	List ideas to incorporate foods into meals or dishes which have regional and cultural origins.	
	Discuss local food customs.	
	Name areas where you formerly lived and/or visited and point out food customs.	
	View and discuss chosen filmstrip.	Filmstrip: Ground Beef--Passport to Far-away Eating.
	Search for, plan and prepare dishes characteristic of different areas in the United States.	
	Plan a South Carolina meal featuring South Carolina foods.	
	View and discuss selected filmstrip on foreign dishes that are popular in this country.	Filmstrip: Foods of Hawaii--Their Cultural Background, California and Hawaii Sugar Refining Corp.
	View a demonstration of a foreign dish prepared by a person from a different country.	Resource person.
	Eat a foreign food and report reactions to class.	
	Study resources and prepare bulletin board illustrating foods from other countires.	Favorite Recipes of Home Economics Teachers -- Foreign Foods.

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Use magazine pictures to illustrate meals featuring dishes that are: 1. Italian 2. French 3. Chinese 4. Hawaiian 5. Others	
	Create table decorations portraying assigned themes related to foreign dishes listed above.	
	Examine a display of gourmet seasonings and research uses.	Display: "Seasonings," McDermott, et al., Food for Modern Living, pp. 242-248.
	Plan an extended experience for home or at school using an unfamiliar seasoning in a dish. Prepare and report results to class.	
Describe food customs and their sources.	Listen to a taped interview of persons from different religious backgrounds discuss food customs.	Resource persons.
	List food customs of own family and analyze as to cultural, regional, and religious influences.	
Interpret the contributions of food to special occasions and holidays.	Make a yearly calendar listing special occasions and holidays and suggest main foods that are appropriate for each.	Harris and Withers, Your Foods Book. pp. 301-314.
	Report on special occasions your family observes and traditions carried out at each.	

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Collect pictures and make a display of food for special occasions.	Picture collection: Current magazines.
	View assigned filmstrip on foods for special occasions.	Filmstrip: Party Planning, Reynolds Metal Company.
	Enumerate leading South Carolina products that contribute to the economy of the state, such as: Peaches, Watermelons, Strawberries, Cantaloupes, Apples, Grapes, Cabbage, Corn, Sweet potatoes, Cucumbers Tomatoes, Green beans, Soybeans, Poultry, Eggs, Pork, Fish, Shrimp, Oysters, Milk	Library resources.
	Plan a smorgasbord using foods abundant in South Carolina.	Cote, People, Food, and Science, pp. 475-484.
	Visit a supermarket to list interesting and unusual foods which are appropriate for guest meals.	Better Home and Gardens, Holiday Cook Book.
	Complete a laboratory plan for class smorgasbord. Divide responsibilities for preparation.	Cronan and Atwood, Foods in Homemaking, rev. ed., pp. 352-353.
	Plan a way to simplify meal service for a large number of people.	McDermott, et al., Food for Modern Living, pp. 528-530.

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Prepare and serve smorgasbord or other special occasion meal. Evaluate by class developed criteria. Prepare and serve a guest meal at home and report to the class. Evaluate by class developed criteria.	
Discuss relationships that may develop between the giver and the recipient of food gifts.	Relate personal or family experiences in giving or receiving food.	McDermott and Nicholas, Homemaking for Teenagers, 6th ed., pp. 559-562.
	Develop a bulletin board illustrating ways to make food gifts attractive. List food items suitable for gifts.	Magazine collection.
	Prepare food delicacies in assiged student demonstrations: candies, jellies, jams, pickles, breads. Summarize procedure for each delicacy.	Laboratory setup: food ingredients and equipment needed for task.
Describe types of foods and methods of preparation adaptable for emergency situations.	Identify types of emergencies which may occur in the home: 1. Illnesses 2. Accidents 3. Deaths of family members or friends 4. Lack of electrical power or cooking fuel Participate in brainstorming session and suggest ways of meeting emergencies when the homemaker is unable to prepare meals for the family.	Manual: American Red Cross, Home Nursing.
	Plan several menus that the father and children might prepare, using such foods as: 1. Canned 2. Frozen	McDermott, et al., Food for Modern Living, pp. 239-240.

CONCEPTS: Meal Planning and Preparation

OVERALL OBJECTIVES: Demonstrate comprehension of abilities related to planning and preparing nutritious meals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	3. Quick-cooking 4. Ready-to-eat 5. T.V. dinners 6. Others	Cronan and Atwood, Foods in Homemaking, rev. ed., pp. 327-333.
	List connunity resources for family meals during emergencies: restaurants, catering services, relative's home.	Resource: community.
	Listen to a representative speak on disaster emergencies and make a food survival plan for your family.	Local Red Cross director and/or local Civil Defense director.
	Compile a list of emergencies which could occur in local areas: 1. Explosions 2. Atomic bombs 3. Fires 4. Droughts 5. Hurricanes or storms 6. Tornadoes	
	Select current newspaper articles relating emergencies. Relate personal experiences when emergency foods and improvised equipment were used in preparing family meals.	
	List improvised equipment which might be used in an emergency.	Shank, et al., Guide to Modern Meals, pp. 197-198.
Specify foods suitable for an "emergency shelf."	Formulate plans for an "emergency shelf" which might be used for unexpected guests and disasters.	Harris and Withers, Your Foods Book, pp. 317-319.

CONCEPTS: Careers in Foods and Nutrition

OVERALL OBJECTIVES: Demonstrate comprehension of a range of career opportunities available in foods and nutrition.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe possibilities for employment in food service jobs requiring differentiated education levels.	Participate in brainstorming session to list jobs in food service or related occupations which may interest high school boys and girls.	
	Examine current local newspaper advertisements for job opportunities in food service or related occupations. Choose one job that is of interest and list personal qualifications needed.	Advertisement sections of daily newspapers.
	Tour selected places in area which offer opportunities in food service (coffee shop, delicatessen, others). Write a summary and discuss.	
	Interview selected food service workers to determine working conditions, fringe benefits, hours, and pay.	
Identify sources of information on career opportunities.	Listen to a school guidance counselor, vocational training director, or other resource person explain available opportunities for training in food related occupations.	Resource person.
	Visit institutions of continuing education offering future training in foods' related areas. Examine career pamphlets or other materials. Name possible areas of specialization and qualifications needed.	H. J. Heniz Company, Careers for Youth in the Food Service Industry--a Guide for High School Students.
	View either the Heniz or the NRA filmstrip.	Filmstrip: H. J. Heinz Company, New Horizons in Food Service Careers. or Filmstrip: National Restaurant Association, Food Serivce: A Career to Consider.

CONCEPTS: Careers in Foods and Nutrition

OVERALL OBJECTIVES: Demonstrate comprehension of a range of career opportunities available in foods and nutrition.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Summarize career opportunities presented.	
Compare personal goals with possible satisfactions in careers in food and nutrition related occupations.	Interview community homemakers who earn money at home through food related interests.	
	Listen to professional home economist explain educational requirements and satisfactions derived from her job.	Resource person.
	Survey community resources for evidences of ways in which homemakers seek to gain more satisfaction from food related skills: 1. Cooking schools 2. Bookstore (cookbooks) 3. Drugstore (home magazines) 4. Grocery store (gourmet foods) 5. Library	
	Observe a homemaker demonstrate a particular talent or skill in food preparation: making mints, cake decorating, food preservations.	Resource person.
	Formulate generalizations related to the benefits derived from gaining more skill in foods and nutrition.	
	Evaluate your personal potential for employment or interest in skills related to food and nutrition.	Bulletin: Let's Explore Your Career, Cooperative Extension Service.

Resources for Foods and Nutrition

Semester Course

Books:

American Red Cross. Home Nursing. Garden City: Macmillan Co., 1967.

Arnold, Pauline, and Percival White. Food Facts for Young People. New York: Holiday House, Inc., 1968.

Better Homes and Gardens. Holiday Cook Book. New York: Meredith Press, 1969.

Cote, Patricia. People, Food, and Science. Boston: Ginn and Co., 1968.

Craig, Hazel T. Thresholds to Adult Living, 2nd ed. Peoria: Charles A. Bennett Co., Inc., 1969.

Cronan, Marion L., and June C. Atwood. Foods in Homemaking. Peoria: Charles A. Bennett Co., Inc., 1972.

Cross, Aleene A. Enjoying Family Living. Philadelphia: J. B. Lippincott Co., 1967.

Favorite Recipes of Home Economics Teachers. Foreign Foods. Montgomery: Favorite Recipe Press, Inc., Sept., 1968.

Gray, Ava A., Beulah Whorley, and Peggy Patrick. Foods and Nutrition a Guide for Teachers of Home Economics. Monograph 74. Fayetteville, Arkansas: University of Arkansas, College of Education, Home Economics Education, 1969.

Harris, Florence La Ganke and Rex Todd Withers. Your Foods Book. Lexington, Massachusetts: D. C. Heath and Co., 1972.

Books:

Klemer, Richard H., and Rebecca M. Smith. Teaching About Family Relationships. Minneapolis: Burgess Publishing Co., 1972.

Medved, Eva. The World of Food. Lexington, Massachusetts: Ginn and Co., 1970.

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